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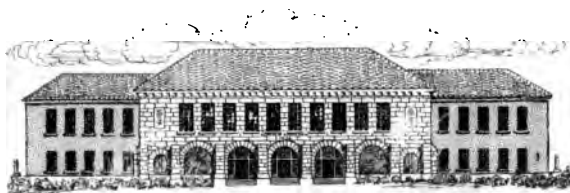
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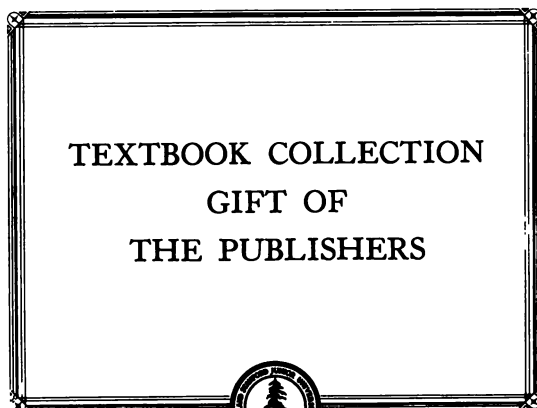
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The De Garmo Language Series

LANGUAGE LESSONS

BOOK ONE

BY

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LANG. LESS. BOOK L



PREFACE.

THERE are two leading ideas in these Language Books. They are, (1) Progressive Exercises in Composition, and (2) an Inductive approach to Grammar. The work is consequently divided into two classes of lessons, Sentence Exercises and Composition Exercises.

It is a preëminent characteristic of both classes of exercises that they provide for the pupil a language experience, instead of presupposing one that he does not have. This conduces both to interest and comprehension.

The language exercises are based upon the occupations of men, the facts of nature and of history, and upon a few masterpieces of literature. The contents are, therefore, as rich as nature and human thought can well make them. The consequence is that the mind is fed as well as drilled.

Though all composition exercises are made brief, they are at the beginning also made very simple, in order that both pupil and teacher may be spared the discouragement arising from the attempt to overcome too rapidly the initial difficulties of composition, such as spelling, punctuation, penmanship, formulation of thought, and the various conventionalities of form.

The pictorial illustration in these books, especially in the lessons taken from literature and history, is so arranged as

more vividly to show the development of the subject-matter. The text guides the thought; the pictures stimulate the imagination. In this way pictures and text work harmoniously together. The natural result is the development of such an interest in the subject-matter of composition, that its painful features quite disappear. From drudgery, they are transformed into pleasant work, gladly undertaken because of the interest in the subject.

By this use of pictures, therefore, a more effective appeal is made to the mind of the child, for it is guided not only by words, but also by pictorial illustration showing the progress of the thought. Though this plan has heretofore sometimes been applied to single lessons, it is here made a **PRINCIPLE OF ILLUSTRATION**; pictures consequently become an organic part of the language lessons, not a mere unrelated incident.

To a large extent the subject-matter for composition lessons is independent of necessary sequence. For this reason, the teacher may freely adapt it to the exigencies of the program. Thus, in the nature work, if the **BEE** is the object of study, it is better to write the composition for that day upon the **BEE**, rather than upon the **ELEPHANT**, though the latter topic may stand next in the book. By utilizing the index provided at the close of the volume, the teacher may easily make any desirable correlation between the Composition Exercises and other studies. The sequence of lessons in the Sentence Exercises, however, is, in general, a necessary one, so that they should be studied in the order given.

Besides the practical results to be reached by composition, language study has an end of its own; for language, like number, has its scientific side, which should never be neg-

lected. However useful it may be, in practical affairs, to know how to multiply, add, divide, and subtract, that would be regarded as poor teaching in arithmetic which should ignore the mastery of the laws of number. So, likewise, that is not good language work, which, aiming at mere dexterity in writing, forgets the true language idea, or grammar itself.

The valid criticism to be made on the teaching of grammar is not that the subject is an unsuitable one for children, but rather that the current methods of presentation are defective. A too early analytic presentation of any science necessarily leads to a formalism more or less fatal to understanding, and hence to interest. Most children call grammar dry. This is because the prevailing analytic method of teaching the subject is premature. Reverse the process, teaching the subject first synthetically, or inductively, and grammar may easily become as interesting as any other subject.

These books present the subject of language from the inductive standpoint. Their motto is, "To the science through the art." Beginning with the simplest and most fundamental distinctions in language, the grammatical ideas are presented one by one in natural sequence, not by rule, definition, and illustration, as in analytical grammar, but by concrete exercises, in which the pupils learn by much doing. They grow into a comprehension of grammatical ideas by true inductive approach to them.

When a series of ideas has been sufficiently embodied in sentence exercises, a summary of the points developed is placed at the close of the chapter, thus enabling the teacher to have a perfect knowledge of the end toward which the

lessons are progressing. Having had an adequate experience of a language idea in concrete exercises, the pupil is then properly called upon to formulate this idea in a rule or definition. As in the composition exercises, so here, the greatest care is taken to select subject-matter inherently valuable and interesting.

For the idea of these inductive sentence exercises, as well as for much of their contents, the author gladly acknowledges his indebtedness to the language pamphlets of Baron, Jungmann, and Schindler.

Book I. is designed for the use of the pupil during the third and fourth years of the graded school; Book II., for the two succeeding school years. In ungraded schools they will be found adapted to corresponding ages.

SWARTHMORE COLLEGE,
Jan. 1, 1897.

PART I.

**SENTENCE AND COMPOSITION
EXERCISES.**

CHAPTER I.

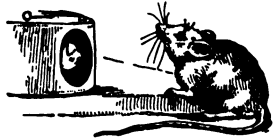
WHAT THINGS DO.

LESSON I.

COMPOSITION EXERCISE.

THE FOOLISH MOUSE.

Who once came to a trap? (little mouse) What was in the trap? (cheese) How did the cheese smell? (very good) Who wanted some of it very much? (little mouse) What did he think he must do? (smell of it) What did he touch it with? (his nose) What happened? (trap was sprung) Who was caught?



1. Write this story in complete sentences. — *Ex.*: A little mouse once came to a trap. There was cheese in the trap. It smelt very good.

TO THE TEACHER. — Insist, from the beginning, on correct *form* in composition. The following points are the most important: —

1. The pupil's name should be written near the upper right-hand corner of the page.

2. The title should be in the middle of the page, near the top, and underlined.

3. There should be an even margin on the left-hand side of the page (about one-half inch on note paper). The first line of each paragraph should be indented, that is, it should be begun still further to the right.

4. A syllable should never be broken at the end of a line. When there is not room for the whole of the last word on a line, write as many syllables as possible and place a hyphen after them to show that the remaining syllable or syllables have been carried to the beginning of the next line.

5. Every sentence must begin with a capital letter.

6. An interrogation mark is required at the close of each question.

7. A period is required at the close of a declarative or an imperative sentence.

BECAUSE HE DIDN'T THINK.

Once a trap was baited
With a piece of cheese;
It tickled so a little mouse
It almost made him sneeze.
An old rat said, "There's danger!
Be careful where you go!"
"Nonsense!" said the other,
"I don't think you know!"
So he walked in boldly—
Nobody in sight;
First he took a nibble,
Then he took a bite;
Close the trap together
Snapped as quick as wink,
Catching Mousie fast there
Because he didn't think. — PHOEBE CARY.

Copy and learn this verse.

LESSON II.

SENTENCE EXERCISE.

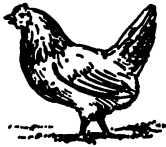
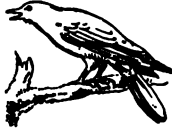
TO THE TEACHER. — This lesson is to be used as a basis for the explanation of the terms Subject and Predicate, Noun and Verb, Singular and Plural. The children will in a few days use these terms with under-

standing and ease, unless confused by unnecessary distinctions. This is consequently only a means for learning a few convenient terms. It will be better to present orally the matter in brackets concerning Subjects, Predicates, Nouns, and Verbs.

THE VOICES OF ANIMALS.



The dog barks.
The wolf howls.
The crow caws.



The quail whistles.
The hen cackles.
The puppy whines.



The lion roars.
The cat purrs.
The ox lows.
The rooster crows.



SUBJECT — NOUN.

2. In each sentence inquire *what* it is that does something. —
Ex.: What barks? *The dog.*

[We call the two words *the dog* the subject of the sentence

the dog barks, since they indicate the thing about which something is said or asserted. We call the word *dog* a NOUN, since it is a name. The word NOUN means *name*.

It often happens that the *noun* is the entire *subject* of the sentence, as *Dogs bark*. Here the word *dogs* is both subject and noun. More frequently, however, the subject is made up of several words, of which the noun is one; as, *The dog barks*, *My little white dog barks*.]

3. In the place of the given nouns use others which will do as well. — *Ex.*: The squirrel barks.

PREDICATE — VERB.

4. Inquire what the thing does. Write the answer to these questions and underline the verb, that is, the word which tells what is done. — *Ex.*: What does the dog do? The dog *barks*.

[The subject of a sentence shows that about which something is said; the predicate indicates what is said, or asserted, about it. The word that actually makes the assertion is called a VERB.

In each of the foregoing sentences, the predicate is a verb; but it would be easy to enlarge each predicate so as to make it consist not of the verb alone, but of other words also; as, *The dog barks loudly*. Here the predicate consists of two words, *barks loudly*. We have already learned that the subject may be a noun only, or be made up of a noun and other words: so here we learn also that a predicate may be a verb only, or be made up of a verb and other words.]

SINGULAR — PLURAL.

5. When a noun means *one*, it is said to be in the SINGULAR NUMBER; when it means *more than one*, it is said to be in the PLURAL NUMBER. Change the sentences so that the nouns shall be in the plural number. — *Ex.*: *Dogs bark*.

6. Make questions out of the sentences: (a) So that the nouns shall be singular. — *Ex.*: Does the dog bark? (b) So that the nouns shall be plural. — *Ex.*: Do the dogs bark?

LESSON III.

SENTENCE EXERCISE.

TO THE TEACHER.—In this lesson the nouns and verbs are in the plural. By changing them to the singular, the child is drilled in spelling, as well as in making verbs agree with their subjects in number.

A convenient method of having this lesson and similar lessons recited is to divide the class into groups, and to assign a portion of the work to each group. If there are to be three groups, let the pupils count off *one, two, three*; *one, two, three*, until each has a number. All the *ones* will belong to the first group, all the *twos* to the second, all the *threes* to the third. In this way variety and facility of work are promoted.

Bears growl.	Dishes rattle.
Dogs bite.	Bees buzz.
Hens cackle.	Doors creak.
Cats pur.	Doves coo.
Fishes swim.	Dogs bark.
Monkeys chatter.	Claws scratch.
Bugs hum.	Apes climb.

7. Form sentences with the nouns in the singular, using the article *a*, *an*, or *the*. — *Ex.*: A dog bites.

Note.—The words *a*, *an*, and *the* are called ARTICLES.

8. Change the sentences into questions: (a) In which the article *a* shall be used. — *Ex.*: Does a bear growl? (b) In which the article *the* shall be used with the plural form of the noun. — *Ex.*: Do the dogs bite?

LESSON IV.

SENTENCE EXERCISE.

TO THE TEACHER.—Here the noun and the verb are given, the noun being in the singular and the verb in the plural, or the form that is

proper for the plural subject. The child makes them agree. Observe that in this part all the sentence exercises are upon *what things do*, and that each one presents an advance on the preceding.

Merchant — weigh.

River — flow.

Bee — fly.

Worm — crawl.

Wire — bend.

Hunter — shoot.

Child — play.

Snow — fall.

Gardener — sprinkle.

Feather — fly.

Key — turn.

Hunter — aim.

Giant — win.

Animal — rest.

Gate — creak.

Water — freeze.

9. Form sentences with the nouns in the singular, using the article *the*. — *Ex.*: The bee flies.

LESSON V.

OUTLINE FOR COMPOSITION EXERCISE.

TO THE TEACHER. — One of the great advantages of these outlines is that the composition is sure to be brief. The bane of most early work in composition, especially when based upon stories or pictures, is the undue length of the exercises.

THE TWO GOATS.



Who once met upon
a foot-bridge? (two
goats) How wide was
the foot-bridge? (very
narrow) What would



neither do? (give way to the other) What happened?
(ran together) Where did both fall? (into the water)
What did they barely save? (lives) Who had learned a
lesson? (the goats)



10. Tell this story, and then write it in complete sentences.

LESSON VI.

SENTENCE EXERCISE.

To THE TEACHER.—Here the singular nouns are to be changed to the plural, making them conform with the verbs given. The article *the* or *a* (or *an*) may be used, as the children like.

For suggestions as to methods of written work, see Note to the Teacher, Lesson III.

Deer — flee.

Coal — glow.

Daisy — bloom.

Year — pass.

Cock — crow.

Clock — stop.

Danger — approach.

Tailor — sew.

Mill — go.

Fox — slink.

Army — march.

Flag — wave.

Poppy — bloom.

Bean — grow.

Traveler — rest.

Mower — mow.

11. Form sentences with these nouns in the plural. — *Ex.*: Coals glow.

12. Change your sentences so as to form questions, and tell whether the nouns are singular or plural. — *Ex.*: Does the coal glow? Do the daisies bloom?

LESSON VII.

COMPOSITION EXERCISE.

TO THE TEACHER. — Where the story outlined is a classic one, as is generally the case, it is a good plan to read it to the children in its original form. The outline should then serve as a guide to the composition, helping to fix the continuity of the thought and the form of the sentences.

THE LION AND THE MOUSE.

1. THE MOUSE IN TROUBLE.

Who was asleep under a tree? (big lion) Who ran over his face? (little mouse) Whom did the lion seize with his paw? (mouse) What did the mouse beg for? (his life) What did the mouse promise the lion? (to be his friend always) What did the lion do? (let him go)



2. THE LION IN TROUBLE.

Who was hunting in the woods one day? (lion) Into what did he run? (hunter's net) What did the lion do? (roared dreadfully) Who heard him? (little mouse) What did the mouse do? (gnawed the net) Who got his foot out and tore the net to pieces? (lion) To whom did the lion owe his life? (mouse)



13. Tell this story from the book; after doing this repeat it from memory.

14. Write the story.

LESSON VIII.

SENTENCE EXERCISE.

TO THE TEACHER. — Here the child is required to put the noun in the singular, select the appropriate verb below, and then use it properly with the singular form of the noun.

horses	sheep	goats
hogs	dogs	cats
doves	cocks	hens
meadow-larks	swallows	robins
thrushes	snakes	squirrels
cackle	mew	bleat
whistle	neigh	coo
bark	trill	grunt
sing	twitter	hiss
scratch	crawl	whinny

15. State what each of the named animals does, using the given verbs. Put the nouns in the singular number and change the verbs to the right form.



LESSON IX.

SENTENCE EXERCISE.

TO THE TEACHER. — This exercise introduces proper names, the spelling of which should be impressed. Call attention to the capitals. The children may be allowed to substitute the names of persons in the class, for those here given.

A convenient method of written drill is to assign three or four names to each pupil, allowing him to illustrate the various exercises with them.

IN SCHOOL.

There were in a school many boys and girls. Their names were Henry, Joseph, Karl, Freddie, Willie, John,

George, Frank, Eugene, James; Anna, Bertha, Ida, Clara, Laura, Martha, Mary, Maud, Louise, Eliza, Kate, Edith. When they had sung, their teacher said: "To-day you will do many things. You will write, count, add, subtract, multiply, divide, read, draw, sing, march, inquire, answer. But you must not talk, whisper, laugh, cry, shout, torment, push, scold."

16. Write of each pupil what he does or does not do. — *Ex.*: Henry writes. Bertha does not whisper.

Note. — The name of a person must always begin with a capital letter.

17. Ask of each person what he does. — *Ex.*: Does not Clara sing? Do Kate and Edith whisper?

18. Combine sentences in various ways. — *Ex.*: Frank reads, but he does not shout. Maud and Louise read and write.

LESSON X.

COMPOSITION EXERCISE.

TO THE TEACHER. — In this exercise the nouns and verbs are united in a new way. The main point is the use of the comma with the name of the person addressed. Let pupils exercise their ingenuity in devising various forms of direction or prohibition.

What does the teacher say (1) when he wants a thing done? (2) when he does not want it done?

19. Answer the questions, using the names and verbs found in Lesson IX. — *Ex.*: Frank, read. Please read, Frank. You may read, Frank. Kate, do not laugh. Do not laugh, Kate. You must not laugh, Kate. Notice that a comma is used either before or after the name of the pupil addressed.

LESSON XI.

COMPOSITION EXERCISE.

TO THE TEACHER. — This exercise, is more difficult than the preceding. Let the pupils compose the story orally before writing, both from and without the book. Drill on the spelling of the words. Use dictation exercises containing these words. That difficulties be not obtruded too rapidly, the compositions should at first be constructed mostly from simple sentences.

THE FOX AND THE DUCK.

Duck - pond - swimming. Woods - pond - near.
 Fox - woods - lived - wanted
 duck - dinner - badly. Duck
 - shore - tried to entice.
 Duck - tricks - understood
 - not come. Middle - pond -
 swam. Fox - tricks - re-
 peated but in vain. Fox - vexed and slunk away.
 Duck - saved.



20. Write this exercise in full sentences, after carefully studying the following:—

A duck was one day swimming on a pond. There were woods near the pond. In these woods there lived a fox. He wanted the duck for his dinner very badly. So he tried to entice her to the shore. But she understood his tricks and would not come. She then swam to the middle of the pond. The

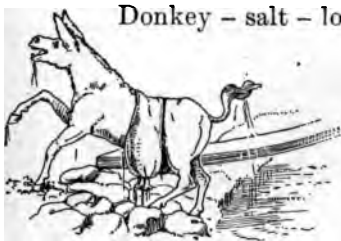
fox repeated his tricks, but in vain. He then became vexed and slunk away. The duck was saved.



LESSON XII.

COMPOSITION EXERCISE.

TO THE TEACHER. — It might be a good plan to dissolve some salt in a bag, and to wet a dry sponge, observing the difference in weight. Encourage the children, while keeping close to the outline, to vary the diction and construction. This will give all needed opportunity for variety of language and spontaneity of thought.

THE DONKEY'S MISTAKE.

Donkey - salt - loaded. River - come to - slip
- fall - water. Get up - load
lighter - salt dissolved. This
- notice. Another day -
same way. Fall - on purpose. This time - dry sponges
- carry. Water - absorb -
heavy. Can hardly rise - near drowning.

21. Tell the story and write the composition, somewhat as follows:—

A donkey was once loaded with salt. He came to a river and, slipping, fell into the water. When he arose his load was lighter, for the salt had dissolved. The donkey noticed this. Another time he came the same way and fell on purpose. This time he carried dry sponges. They absorbed the water and became very heavy. The donkey could hardly rise, and came near being drowned.



LESSON XIII.

SENTENCE EXERCISE.

TO THE TEACHER. — We have here the description of a natural event. The child will be pleased with the continuity of the sentences. He should be allowed to give the description orally, perhaps increasing the force and raising the pitch to the culmination, and then reducing both to the end. After the sentences have been written in their simplest form, let the pupils enlarge them according to their own invention.

THE THUNDER STORM.

Cloud — threaten. Wind — blow. Dust — whirl. Tree — bend. Swallow — flee. Farmer — run. Lightning — flash. Thunder — roll. Window — rattle. Rainfall. Cloud — break. Sun — shine. Rainbow — appear.

22. Describe the storm in full sentences. — *Ex.*: The clouds threaten.

23. Enlarge each sentence according to your own ideas. — *Ex.*: The dark clouds threaten. The wind blows fiercely.

LESSON XIV.

COMPOSITION EXERCISE.

THE CUNNING CROW.

Thirsty crow — water — pitcher — drink. Bill — short.
Water — not reach. Pitcher — upset — try. Strength —

small. Glass – break – attempt. Glass – thick. Happy – thought. Pebbles – gather – in pitcher – drop. Water – rise. At last – water – reach – bill. Thirst – quench.

24. Write the composition.



LESSON XV.

SENTENCE EXERCISE.

TO THE TEACHER. — As in all the sentence exercises of this chapter, so here the simple intransitive form of the predicate is used. The new point is, that the verb and noun both have the same etymological root.

Who cooks? Who bakes? Who hunts? Who fishes? Who teaches? Who preaches? Who writes? Who paints? Who dances? Who plays? Who robs? Who farms?

25. Answer the questions in sentences. — *Ex.*: The baker bakes.



LESSON XVI.

WORD EXERCISE.

TO THE TEACHER. — This is a simple word exercise, designed to lead the children to contrast verbs of opposite meaning.

Sleep, lie, take, hush, cry, sow, hate, come, ask, sweat, live. — Give, harvest, stand, speak, wake, laugh, love, die, answer, harm, freeze, go.

26. Write these verbs in pairs, so that those opposite in meaning may come together. — *Ex.*: Sleep – wake




LESSON XVII.

COMPOSITION EXERCISE.

HE WOULD NOT TELL A LIE.



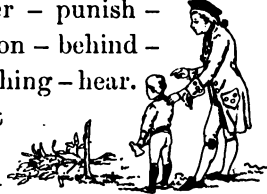
Boy - father - little hatchet
- give. Great joy. Try -
at once. Garden - go. Fine
little cherry tree
- chop down. 
Father - garden



- come. Favorite tree - lying - ground - see. Very sad.



Threaten - doer - punish -
don't know. Son - behind -
hedge. Everything - hear.
Scared - but
will not lie.
Appear - speak



- done wrong. Ask - father - forgive. Father - joy
- truthfulness - forgive.

27. Write this story, putting in the name of the boy.

WHAT THINGS ARE DOING.

LESSON XVIII.

SENTENCE EXERCISE.

TO THE TEACHER. — Notice that this exercise affords a drill upon the intransitive verb in the progressive form. The same is true of the next lesson.

SPRING.

Spring is coming ; winter going ;
Snow is melting ; water flowing ;

Birds are singing ; chickens peeping ;
Quails are whistling ; grape-vines weeping.

28. Inquire for that of which something is said, beginning each question with *what*. Write the answer and underline the nouns. — *Ex.*: What is coming? *Spring* is coming.

29. Supply other appropriate nouns in the place of those given. — *Ex.*: The *storm* is coming.



LESSON XIX.

SENTENCE EXERCISE.

TO THE TEACHER. — Read to the children Robert Southey's "The Cataract of Lodore" to show them the possibilities of the progressive form of verbs, — in this case usually in the participial construction.

AUTUMN.

Winds are blowing,
Cattle lowing,
Horns resounding,
Rabbits bounding,
Leaves are falling,
Birds are saying,
"North, farewell."

30. Inquire for the subject of the sentence with *who* or *what*. — *Ex.*: What are blowing? *Winds* are blowing.

31. Change the plural nouns into the singular, and use the article *a*. — *Ex.*: A cow is lowing.

32. Supply other appropriate nouns. — *Ex.*: Nuts are falling.

LESSON XX.

COMPOSITION EXERCISE.

THE SICK LION.

Who had become old and feeble? (lion) What could he no longer get? (food) Where did he remain? (den) What word did he send to the animals? (sick) What did many animals do? (visited him) What did the lion



do? (ate them, one by one) Who also came to visit the lion? (fox) What did he notice? (lion's trick) Who invited the fox to walk in? (lion) What did fox reply? (all tracks lead into cave, none out)

33. Tell this story and then write it in complete sentences.

CHAPTER II.

WHAT IS DONE TO THINGS.

LESSON XXI.

TO THE TEACHER. — In this chapter the pupil is familiarized with the use of the passive form of the predicate. A new form of composition exercise is also introduced; viz., the simple description. As in previous composition lessons, the words to be used are, in the main, before the child, so that he may easily study their spelling. When practicable, the object described should be present; otherwise, a picture may be used.

THE GARDEN IN SPRING.—*IS, ARE.*

The ground is fertilized. The earth is spaded. The beds are marked out. The lettuce seed is sown. The beans are planted. The raspberry-bush is trimmed. The rosebush is tied up. The fruit trees are pruned. The weeds are destroyed. The bed is sprinkled. The gardener is diligent.

34. Inquire what is done to each thing, and give the answer in a full sentence. — *Ex.*: What is done to the ground? The ground *is fertilized*.

35. If possible, form the plural when the singular is given, and the singular when the plural is given. — *Ex.*: The bed is marked out. The rosebushes are trimmed.

LESSON XXII.

COMPOSITION EXERCISE.

TO THE TEACHER. — The first exercises in description should be very simple, it being of more importance for the pupil to use brief, complete sentences, and to observe the leading facts, than to attempt elegance of style.

THE HOUSE.

A house is a building. It is built of brick, stone or wood. Beneath the ground is the cellar. The rooms and closets are above ground. At the top is the attic, and over this is the roof. The smoke escapes through the chimney. We go into the house through doors. Stairways lead to the upper stories. Light comes into the house through the windows. The house is used as the dwelling place of man.

36. Copy this description.

37. Write a description of the house, beginning with the top.



LESSON XXIII.

SENTENCE EXERCISE.

TO THE TEACHER. — Observe that the child supplies the passive from the given verb.

IS, ARE — WAS, WERE.

Bottles — fill. Watches — set. Wagons — stop. Bows — bend. Clothes — tear. Thief — catch. Alleys — block. Fodder — dry. Roofs — cover. Trees — fell. Fox — chase. Knife — whet.

38. Tell what is done to these things. — *Ex.*: The bottles *are filled*. The fox *is chased*.

39. Use *was* and *were* instead of *is* and *are*. — *Ex.*: The bottles *were* filled. The knife *was* whetted.

LESSON XXIV.

COMPOSITION EXERCISE.

TO THE TEACHER. — These descriptive exercises are at first very simple, nearly all the words to be used being found in the questions and in the parentheses. Have pupils write according to the model in Lesson XXII. Time should be taken to drill upon spelling; also to teach the correct use of the period and interrogation mark.



THE STEEPLE.

What is a steeple? (part of a building)
 Who built it? (masons and carpenters)
 What is the shape of the steeple? (tall and slender) What hangs in it? (bell)
 What building has a steeple? (church)

40. Answer these questions, using the words suggested. Write the description.



LESSON XXV.

SENTENCE EXERCISE.

Cake, field, linen, house, stocking, wheat, hogs, seed, picture, grape, goose. — Till, paint, bake, sow, plow, bleach, knit, harvest, gather, roast, feed.

41. Tell what is done or was done to each of these things, selecting the appropriate verb from among those given. —
Ex.: The linen *is bleached*. The house *was painted*.

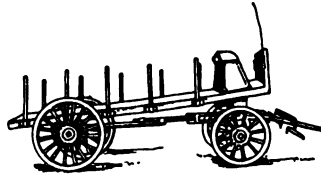
42. Put the nouns in the plural and use the verbs *are* or *were*. — *Ex.*: Cakes *are baked*. Fields *were plowed*.

LESSON XXVI.

COMPOSITION EXERCISE.

THE WAGON.

What is a wagon? (a vehicle on four wheels) What is the shape of the wheels? (round) What are hitched



to the wagon? (horses) Who uses the wagon? (driver) What kinds of wagons have we? (lumber-wagon, dray-cart, express-wagon) Who makes them? (wagon-maker)

43. Write a description of a wagon.



LESSON XXVII.

SENTENCE EXERCISE.

TO THE TEACHER. — Practice enough is given in this part to make the child familiar with the use of the passive form, quite apart from any theoretical knowledge of voice in grammar. More extended practice will come later.

Child — love. Boy — strike. Father — drive (horses).
Servant — call. Girls — wash. Fox — hunt. Bell — ring.

44. Tell of each of the foregoing what it does and what is done to it. — *Ex.* : The child *loves*. The child *is loved*.

45. Find nouns in your reader, and tell what the things which they name do and what is done to them.

LESSON XXVIII.

COMPOSITION EXERCISE.

THE TREE.

What is a tree? (plant) What is the lowest part of the tree? (roots) What grow from the trunk? (branches) What grow from the branches? (leaves) What do some of the flowers produce? (fruit) What



kind of trees are firs and pines? (evergreens) What kind of a tree is the oak? (wide-spreading tree) What kind of a tree is the cherry tree? (fruit tree) Which tree do the children love best? (Christmas tree)

46. Write the exercise.

CHAPTER III.

THE QUALITIES OF THINGS.

LESSON XXIX.

SENTENCE EXERCISE.

TO THE TEACHER. — Chapter III. contains a number of interesting sentence exercises intended to familiarize the pupil with the use of the predicate adjective. It will be observed that the child must at every sentence reflect upon the qualities of the things themselves. The composition lessons are a continuation of the descriptive and narrative exercises. The objects described should be before the class when practicable.

MAY.

The air is mild. The sky is clear. The meadows are green. The violets are blue. The primroses are yellow. The lamb is frisky. The child is happy. The farmer is diligent. The gardener is busy. All nature is beautiful.

47. Ask for the quality or state of the object, and underline the adjective (the word that shows the quality or state). — *Ex.*: What is the state of the air? The air is *mild*. What is the color of the violets? The violets are *blue*. Answer in complete sentences, and underline the adjective. — *Ex.*: The air is *mild*.

48. Place the adjective before the noun and complete the sentence. — *Ex.*: The *mild* air is *pleasant*.

LESSON XXX.

COMPOSITION EXERCISE.

THE APPLE.

What is the apple? (fruit) What is its shape? (round)

What does it hang by?

(stem) What is the

opposite end called?

(blossom end) Is the

skin thick or thin?

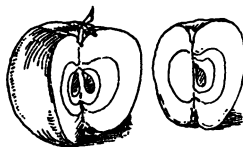
What is beneath it? (flesh) What

lies in the middle? (core) What

do we do with the apple? (eat)



How do apples taste? (sweet or sour) Which way do the seeds point?



49. Answer the questions, using the words, *fruit*, *round*, etc., in the answers, and then write the description.



LESSON XXXI.

SENTENCE EXERCISE.

Chalk, ink, blood, sulphur, violet, mouse, fog, grass, crow, milk, gold, blackbird, silver, thrush, copper, ashes, sky, leaf.

50. Tell of each of these things whether it is white, red, yellow, blue, black, gray, brown, or green. — *Ex.*: Chalk is white.

LESSON XXXII.

NARRATIVE EXERCISE.

THE FOX WHO HAD LOST HIS TAIL.

Fox - tail - lost - trap.
 Shame - life - burden.
 Scheme - all foxes - no
 tails. Advise - tails - cut off.
 Look better - tails heavy
 - great trouble. Old - fox
 - reply : your loss - cause - advice.



51. First relate, and then write the story.



LESSON XXXIII.

NARRATIVE EXERCISE.

THE MICE IN COUNCIL.



Who held a council? (mice) Of
 whose approach did they want to
 be warned? (the cat's) What did
 they decide to
 do? (tie a bell
 on the cat) Who among them was
 found that would try to "bell the
 cat"? (no one)



52. Tell the story. Write it in full.

LESSON XXXIV.

SENTENCE EXERCISE.

TO THE TEACHER. — In this lesson, objects are contrasted as to their qualities, giving in another way interesting and valuable drill upon the form of sentence under consideration.

String — rope. Marble (to play with) — table. Stone — sponge. Hill — mountain. Elephant — mouse. Foot plank — bridge. Cane — stake. Branch — twig. Year — minute. Sofa — stool. Sparrow — eagle. Ball — cube. Alley — street. Hut — tower.

53. Tell of each of these things whether it is round or angular, thick or thin, soft or hard, high or low, wide or narrow, long or short, weak or strong. Form the plurals. — *Ex.*: Marbles are round. Tables are angular.

LESSON XXXV.

DESCRIPTIVE EXERCISE.

THE MOUSE.

What is the mouse? (animal) Is it large or small (small) What is the shape of its head? (pointed) What has the mouse on its nose (whiskers) How do its eyes appear? (bright) What do mice like to eat? (cheese) What can they do with their teeth? (gnaw) How do we regard them? (as troublesome) What is done to them on this account



(destroyed) What animal catches mice? (cat) What are set for them? (traps)

54. Answer the questions, and write the description from memory.

LESSON XXXVI.

DESCRIPTIVE EXERCISE.

THE GOOSE.

What is the goose? (fowl) What kind of a bill has it? (red and broad) What kind of a neck? (long) What kind of legs? (short) What is there between the toes? (web) What cover the whole body? (feathers)



What can the geese do in the water? (swim) Is the goose useful or harmful?



(useful) What are plucked from it? (feathers) What



are the feathers used for? (pillows) What is often done with the goose at last? (eaten) What is very good to eat? (its flesh)

55. Write the description, after answering the questions orally.

LESSON XXXVII.

SENTENCE EXERCISE.

TO THE TEACHER. — This is simply a word exercise, to bring out clearly contrasts of quality. The class may be divided into groups as suggested in Lesson III.

Large, old, thick, hard, dry, tame, light, sweet, diligent, warm, good, black, rich, deep, clear, low, smooth, full, high,

white, soft, heavy, poor, bad, empty, cold, lazy, small, thin, dark, sour, wet, new, wild, rough, shallow, cloudy.

56. Write these adjectives so that those which have an opposite meaning shall stand in pairs. — *Ex.*: Large, small.

57. Construct a sentence for each pair of words. — *Ex.*: Clear weather is pleasanter than cloudy weather.

LESSON XXXVIII.

DESCRIPTIVE EXERCISE.

THE PINE TREE.

To what class of trees does the pine tree belong? How is its trunk formed? How do the branches grow out? What are on the twigs? In what do the needles end? What is their color? When do they remain on the tree? What do we call the fruit of the pine? What is made from pine wood? What does the cabinet-maker make from it?

The carpenter? For what else is it used?

58. Write the description.



LESSON XXXIX.

GROUPING EXERCISE.

TO THE TEACHER. — This is a lesson in the classification of qualities. If it is desired to progress more rapidly, this and similar exercises may be recited orally, or the children may be divided into four groups corresponding to the four classes of adjectives, each pupil writing in his group the adjectives that belong to it, as the teacher slowly reads the list,

Round, yellow, narrow, brown, red, iron, wooden, bitter, thick, variegated, pointed, sour, glass, blue, sweet, green, gray, angular, wide, crooked, silver, slaty, stony.

59. Place together those adjectives which show (1) color, (2) form, (3) taste, (4) material.

60. Use each of these adjectives with an appropriate noun. — *Ex.*: An *iron* bedstead. A *crooked* stick.

LESSON XL.

SENTENCE EXERCISE.

TO THE TEACHER. — Notice that a form of description is given for the rose, the room, and the swallow, further illustrating the use of the copula and adjective attribute, and that the pupil is expected to write similar descriptions for the pink, the stable, and the sparrow, after having mastered those given.

THE ROSE.

The rose is beautiful. Its smell is pleasant. The root is knotty. The stem is woody. The leaves are oval. The edge of the leaf is serrate.



61. Copy these sentences and underline the adjectives. — *Ex.*: The rose is *beautiful*.

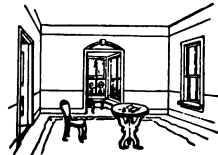
THE PINK.



62. Describe the pink, and use in a similar way the following adjectives: single (or double), delicate, fibrous, knotty, narrow, smooth. — *Ex.*: The stem is *knotty*.

THE ROOM.

The room is light. The walls are smooth. The ceiling is high. The windows are broad. The floor is carpeted. The air is pure.



**THE STABLE.**

63. Describe as above, using the following adjectives: dark, rough, low, narrow, boarded, unpleasant.

THE SWALLOW.

The swallow is small. The body is slender. The back is steel-blue. The voice is weak. The nest is snug. The swallow is true. It is trustful.



64. Write the description from memory.

THE SPARROW.

65. Describe in the same way, using the following adjectives: not large, compact, blunt, powerful, brown, rough, coarse, bold, saucy.

**LESSON XLI.****DESCRIPTIVE EXERCISE.**

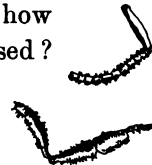
TO THE TEACHER. — Do not fail to have the objects before the class, whenever it is practicable.

THE BEE.

What is the bee? Of how many parts is its body composed?

What are they called? What are found on its head? On its breast, or thorax? How

many legs has the bee? What is found on its abdomen?





What can it do with its sting?
 What does the bee seek? What
 does it make from the
 sweet of the flowers?
 What is the bee's treas-



ure-house? Who uses the wax? the honey? Is the bee
 useful?

66. Write the description, after having examined the bee
 and answered the questions.



LESSON XLII.

TO THE TEACHER. — This lesson and that on the forty-first page show
 how standard verse may often be associated with lessons upon natural
 objects. Writing the verses from dictation insures a knowledge of poetic
 form, while committing them to memory stores the mind with literary
 gems.

HOW DOTH THE LITTLE BUSY BEE.

How doth the little busy bee
 Improve each shining hour,
 And gather honey all the day
 From every opening flower !

How skillfully she builds her cell !
 How neat she spreads the wax !
 And labors hard to store it well
 With the sweet food she makes.

— ISAAC WATTS.

67. Write these verses from dictation, and commit them
 to memory.

LESSON XLIII.

SENTENCE EXERCISE.

TO THE TEACHER. — If possible, have a live, or a stuffed squirrel before the class.

THE SQUIRREL.

The squirrel is small. Its head is slender. Its ears are pointed. Its teeth are sharp. The hair is fine. The back is red. Its tail is bushy. Its claws are curved. Its motion is quick.

68. Inquire for the part of the sentence that describes the thing. — *Ex.* : How are its teeth described? Its teeth are *sharp*.

69. Write other sentences in which things have some of the qualities mentioned in the case of the squirrel. — *Ex.* : The gnat is *small*. Silk is *delicate*. Also in which things have the opposite quality. — *Ex.* : The elephant is *large*. Bagging is *coarse*.



LESSON XLIV.

DESCRIPTIVE EXERCISE.

TO THE TEACHER. — Pictures of various mountain scenes found in the geography should be discussed in connection with this exercise.

THE MOUNTAIN.

What is a mountain? What is the lower part of a mountain called? the upper part? the part between the top and the base? (slope) What covers the tops of the highest mountains in summer and winter? What sometimes rushes down the side of the mountain? What is often found in the interior of mountains? What can

one see from many mountains? What is the name of the highest mountain in the United States?

70. Write the description.



LESSON XLV.

THE MOUNTAIN AND THE SQUIRREL.

The mountain and the squirrel
Had a quarrel,
And the former called the latter "Little prig";
Bun replied,
"You are doubtless very big,
But all sorts of things and weather
Must be taken in together
To make up a year
And a sphere.
And I count it no disgrace
To occupy my place.
If I'm not so large as you,
You are not so small as I,
And not half so spry;
I'll not deny you make
A very pretty squirrel track.
Talents differ; all is well and wisely put;
If I cannot carry forests on my back,
Neither can you crack a nut."

— R. W. EMERSON.

71. Write the poem from dictation. Commit it to memory.

LESSON XLVI.

NARRATIVE EXERCISE.

THE FOX AND THE GRAPES.



Who went hungry through the woods? (fox) What did he come to? (ripe grapes) Where were the grapes? (on a high branch) What did the fox try in vain to do? (reach them) What did he say to comfort himself? (grapes sour)

72. Tell the story, and then write it.



LESSON XLVII.

SYNONYM EXERCISE.

TO THE TEACHER. — This is an exercise in the discovery of synonyms.

Cunning, diligent, polite, strong, sick, lifeless, sleepy, quick, clean, angry, lazy.

73. Name other adjectives having a similar meaning. — *Ex.*:
Cunning — sly.



LESSON XLVIII.

DESCRIPTIVE EXERCISE.

THE POTATO.

What is the potato? When are the seed potatoes planted? What soon appears above the ground? When

does the potato bloom? How does the blossom appear? What comes from the blossom? What is their form? Can they be eaten? What forms on the roots? When are the tubers ripe? Who use the potato for food?



74. Write the description.

LESSON XLIX.

SENTENCE EXERCISE.

TO THE TEACHER. — This is a good thinking exercise, for here the pupil is called upon to distinguish between essential and non-essential qualities of objects. Considerable oral discussion may be useful.

Needle, bed, sugar, vinegar, rope, blood, ice, glass, bread, ball, cube, snow, nut, iron, dwarf, giant, spire, workman, beggar.

75. Name in a sentence a quality which each of the above-named objects always has. — *Ex.*: The needle is pointed. Vinegar is sour.

LESSON L.

DESCRIPTIVE EXERCISE.

THE TULIP.



What is the tulip? Name its parts. Which parts grow in the ground? What grow from the bulb? (roots) What else comes out of the bulb? What is the shape of the leaves? What



is there in the middle of the flower? What does the tulip look like? (turban) What does it lack? (perfume) When does it grow? When does it bloom?

76. Get a tulip bulb if possible. Answer the questions and write the description.

LESSON LI.

SENTENCE EXERCISE.

TO THE TEACHER. — This lesson may furnish several good exercises, because the child will be able to make a considerable number of sentences for each adjective. Divide the class into groups, assigning to each group two or three words.

Strong, pointed, green, hard, white, soft, sweet, sour, transparent, cold, warm.

77. Name as many objects as you can that usually have the qualities named above.

78. Seek out in your reader (1) ten adjectives that describe a color, (2) ten that describe the size or form of an object, (3) ten that describe the good or bad qualities of a person.

LESSON LII.

COMPOSITION EXERCISE.

TO THE TEACHER. — This composition exercise is designed to furnish the pupil with an outline that may be expanded to any extent deemed advisable by the teacher. It also gives drill in the use of capitals for the days of the week and the months of the year.

TIME.

Year, 365 days. School year. Its length. First of January. Name of this day. The four seasons. Their

names. Longest and shortest days. Greatest heat. Greatest cold. Twelve months. Their names. Fifty-two weeks. Seven days. Twenty-four hours. Sixty minutes. Sixty seconds. Flight of time. Use of time.

79. Write the composition.

80. Write the names of the days of the week, and the months of the year. All of these begin with capitals. — *Ex.*: Monday, January. Notice also that the names of the seasons do not require capitals. Thus, the names of the seasons are: *spring, summer, autumn, winter.*

CHAPTER IV.

LETTER WRITING.

LESSON LIII.

COMPOSITION EXERCISE.

TO THE TEACHER. — Have this letter learned and copied with the utmost exactness, helping the child to get the correct form. See the blank in the next lesson. If the right forms are insisted upon at the beginning, there will be little subsequent difficulty.

LETTERS.

Normal. Ills. May 1, 1897.

Dear Frank,

Next Saturday my father will take me with him into the woods. I am allowed to invite several of my friends. I thought of you at once. Would you like to take such a walk? We leave at nine o'clock in the morning, and take a good lunch with us. Ask your parents for permission to go. I shall wait for your answer until to-morrow.

Your friend,

William Smith.

81. Learn this letter, and write it from memory.

LESSON LIV.

LETTER EXERCISE.

TO THE TEACHER. — It will be helpful in fixing the *form* of the letter, to let the child practice for a while on blanks like that below. Only one form of letter, viz., that for letters of friendship, should be taught at this stage.

BLANK FORM OF LETTER.

(Place.)
.....,

(Date.)
.....,

(Salutation.)
.....,

.....

.....

.....

(Letter.)

.....

.....

.....

.....

.....

.....

(Close.),

.....

82. Copy this blank form, and then make it several times from memory.

LESSON LV.

HOW TO ADDRESS AN ENVELOPE.

83. In order to reach the person to whom it is directed, there should be written on the envelope:—

1. The name of the person;
2. The name of the town or city in which he lives, or at which he gets his mail;
3. The name of the state in which the town or city is situated.

In towns and villages people usually go or send to the post-office for their mail; but in cities each person's mail is taken by letter-carriers to his residence. For this reason, in mailing letters to a person in a city, the name of the **STREET** and the **NUMBER** of the house where the person lives should also be written.

It is also advisable when the letter is sent to a small town or village to write the name of the **COUNTRY**.



LESSON LVI.

ABBREVIATIONS USED IN LETTER WRITING.

84. It is often convenient to shorten certain words. This is done by omitting some of the letters of a word, and placing a period at the close. The following are examples:—

1. Names of Titles, —

Mr. for Mister	Pres. for President
Mrs. " Mistress	Prof. " Professor
Hon. " Honorable	Esq. " Esquire (title for lawyers)

2. Names of Months, —

Jan.	Apr.	Oct.
Feb.	Aug.	Nov.
Mar.	Sept.	Dec.

3. Names of some of the states, —

Illinois	Ills.	New York	N. Y.
Pennsylvania . .	Pa.	Colorado	Colo.
Ohio	O.	California	Cal.
Wisconsin	Wis.	Massachusetts . .	Mass.
Michigan	Mich.	Connecticut	Conn.
Minnesota	Minn.	Georgia	Ga.
Louisiana	La.	Missouri	Mo.

Note. — To avoid mistakes, many business houses require that, in addressing letters, *the names of all states* be written in full.

St. for Street

Ave. for Avenue

Co. for County

LESSON LVII.

MODEL ADDRESS.

1. For a town or village: —

<div style="border: 1px dashed black; padding: 5px; width: fit-content; margin: 0 auto;">Stamp.</div>	<p style="font-family: cursive; font-size: 1.2em;">Mr. William Gray.</p> <p style="font-family: cursive; font-size: 1.2em;">Swarthmore.</p> <p style="font-family: cursive; font-size: 1.2em;">Delaware Co.</p> <p style="font-family: cursive; font-size: 1.2em;">Pennsylvania.</p>
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2. For a city:—

<div data-bbox="785 288 873 394" style="border: 1px dashed black; padding: 5px; text-align: center;">Stamp.</div> <div data-bbox="256 424 820 659" style="text-align: center; margin-top: 20px;">Miss Ethel James. 347 Locust St. Philadelphia. Pa.</div>

85. Address an envelope for each of the letters you write.



LESSON LVIII.

LETTER EXERCISE.

TO THE TEACHER.—Here the *matter* for a letter is given, but not in the letter *form*. Let the pupil write according to directions. See that the child acquires some skill in adapting words to the given space.

ERNEST TO HENRY.

Yesterday Ernest had a great pleasure. Two rabbits were given to him by a neighbor. One was white, the other gray. Henry must look at them also. He will certainly be pleased. If there are any young rabbits, Henry shall have one.

86. Put the above in the form of a letter from Ernest to Henry. Remember, (1) the place and date; (2) the salutation (Dear Friend, Dear Henry, Dear Teacher, Dear Brother); and (3) the subscription, or name at the close, to show who writes the letter.

LESSON LIX.

LETTER EXERCISES.

TO THE TEACHER. — Have these letters written according to previous directions.

MARY TO HELEN.

Mary has left her arithmetic at school to-day. She is in great trouble about it. To-morrow she must hand in the solution of some problems. Helen is asked to lend her book. As soon as the work is done, Helen shall receive her book again, unsoiled. Mary will be glad to return the favor.

87. Put the foregoing into the form of a letter from Mary to Helen.

LESSON LX.

HENRY TO FRANK.

Who came from Bloomington to-day on a visit? (Henry's friend John) How long can he stay? (only three days) Whom would he like to see? (Frank) But where can he not go? (to Frank) What has happened to him? (taken cold) What should Frank do, therefore? (come to Henry) Who desires this very much? (John) What does Henry hope? (that Frank will come)

88. Place this in the form of a letter from Henry to Frank,

is there in the middle of the flower? What does the tulip look like? (turban) What does it lack? (perfume) When does it grow? When does it bloom?

76. Get a tulip bulb if possible. Answer the questions and write the description.

LESSON LI.

SENTENCE EXERCISE.

TO THE TEACHER. — This lesson may furnish several good exercises, because the child will be able to make a considerable number of sentences for each adjective. Divide the class into groups, assigning to each group two or three words.

Strong, pointed, green, hard, white, soft, sweet, sour, transparent, cold, warm.

77. Name as many objects as you can that usually have the qualities named above.

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TIME.

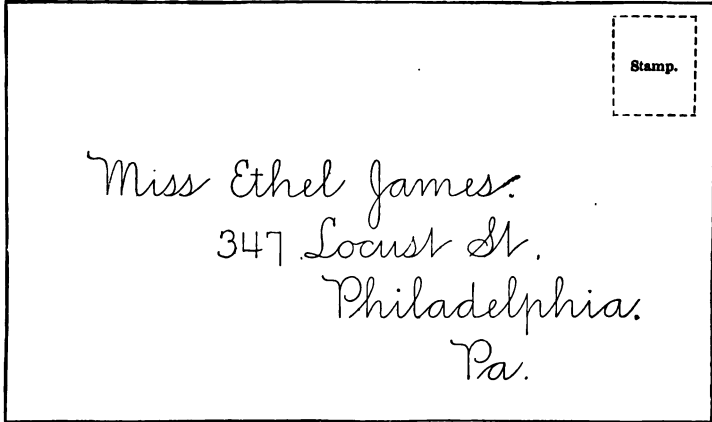
Year, 365 days. School year. Its length. First of January. Name of this day. The four seasons. Their

names. Longest and shortest days. Greatest heat. Greatest cold. Twelve months. Their names. Fifty-two weeks. Seven days. Twenty-four hours. Sixty minutes. Sixty seconds. Flight of time. Use of time.

79. Write the composition.

80. Write the names of the days of the week, and the months of the year. All of these begin with capitals. — *Ex.*: Monday, January. Notice also that the names of the seasons do not require capitals. Thus, the names of the seasons are: *spring, summer, autumn, winter.*

2. For a city:—



85. Address an envelope for each of the letters you write.



LESSON LVIII.

LETTER EXERCISE.

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LESSON LIX.

LETTER EXERCISES.

TO THE TEACHER. — Have these letters written according to previous directions.

MARY TO HELEN.

Mary has left her arithmetic at school to-day. She is in great trouble about it. To-morrow she must hand in the solution of some problems. Helen is asked to lend her book. As soon as the work is done, Helen shall receive her book again, unsoiled. Mary will be glad to return the favor.

87. Put the foregoing into the form of a letter from Mary to Helen.

LESSON LX.

HENRY TO FRANK.

Who came from Bloomington to-day on a visit? (Henry's friend John) How long can he stay? (only three days) Whom would he like to see? (Frank) But where can he not go? (to Frank) What has happened to him? (taken cold) What should Frank do, therefore? (come to Henry) Who desires this very much? (John) What does Henry hope? (that Frank will come)

88. Place this in the form of a letter from Henry to Frank,

LESSON LXI.

JAMES TO RUDOLPH.

Where can James not go? (school) What pains him?
(throat) Who will not permit him to leave the house?
(doctor) What shall Rudolph do for James? (have
him excused) How does James hope to be to-morrow?
(well).

89. Put this into the form of a letter from James to Rudolph.

CHAPTER V.

WHAT THINGS ARE.

LESSON LXII.

SENTENCE EXERCISE.

TO THE TEACHER. — Chapter V. contains a large number of exercises in composing sentences having the noun, or substantive attribute. It is well to bear in mind that the sentence exercises of Part I. emphasize chiefly the four principal forms of the predicate, which are identified by the expressions: WHAT THINGS DO, WHAT IS DONE TO THINGS, THE QUALITIES OF THINGS, and WHAT THINGS ARE. The composition exercises continue as before, only increasing in difficulty.

The horse is a quadruped. The robin is a bird. The trout is a fish. The bee is an insect. The fir is an evergreen. The apple tree is a fruit tree. The rose bush is a shrub. The cabbage is a vegetable. The tulip is a flower. The pear is a fruit. The oak is a forest tree. The diamond is a stone. The clock is a time-keeper. The whale is a mammal. The hoe is a tool.

90. Ask, What is the thing? Answer in a complete sentence. — *Ex.*: What is the horse? The horse is a *quadruped*. Say the name of some other animal. — *Ex.*: The dog is a *quadruped*.

91. Place the subject of each of the sentences in the plural.

LESSON LXIII.

COMPOSITION EXERCISE.

TO THE TEACHER. — With this lesson there is begun a series of outlines from Robinson Crusoe. The language required is extremely simple,



while the exercises are sure to be interesting, for the story of Robinson Crusoe is more than a mere narrative of adventures. That which makes the book a classic, is the fact that it presents in concrete form the economic history of mankind. The struggle of the race from the crude productions of barbarism up to the perfected methods of the present, with its great power over nature, is here typically represented. The teacher may well introduce each of these lessons by reading from the original such portions as are involved. Valuable oral work can also

be done in contrasting the crude productive implements of Robinson Crusoe with those of savage races on the one hand, and with those of the present on the other.

THE SHIPWRECK.

Fearful storm arises. Waves break over ship. Fear. Mighty crash — rock. Sailors cry: “Ship — sprung — leak!” Launch boat. All leap in. Wave upsets boat. Men sink. Robinson rises. Dashed against rock. Clings fast. Sees land. Wave retreats. Clambers on shore. Faints. Comes to. Calls. No reply. All but himself drowned. Thanks God for rescue.



92. Make a connected story from this outline. Thus: A fearful storm now arose. The sailors feared that the ship would be lost. Every moment great waves broke over the deck. Suddenly there was a mighty crash. The ship had struck upon a rock. The sailors cried: "The ship has sprung a leak!" etc.

VERSES FOR DICTATION.

Come, gather round me, little ones,
And harken unto me,
And you shall hear a tale about
A lad that went to sea —

About a lad that ran away,
Oh, many years ago,
And left his home and parents dear —
Young Robinson Crusoe!

— FROM THE CHILDREN'S BOOK OF POETRY.



LESSON LXIV.

SENTENCE EXERCISE.

TO THE TEACHER. — This is a lesson in classification. At the same time it calls for sentences with substantive attributes.

The boy, the eagle, the washerwoman, the hoe, the shovel, the baker, the goat, the butcher, the adder, the crowbar, the soldier, iron, the snake, the hammer, the tongs, silver, gold.

93. Tell of each object named whether it is a human being or an animal, a metal or a tool. — *Ex.*: Gold is a metal.

LESSON LXV.

COMPOSITION EXERCISE.

To THE TEACHER. — Have the children construct each sentence orally, before writing.

THE ISLAND.



Robinson — afraid — wild
beasts. No weapons. Hat
and shoes lost. No food.
Hungry — thirsty. Searches



— finds nothing. Night
now. Where go? No
house — no cave. Thinks
of birds. Finds tree —
sleeps. Morning — hun-
gry — thirsty. Seeks —
finds spring. Climbs hill. Water all around. Island.
Despair — starve. Sees wreck of ship.

94. First tell, and then write this account.

LESSON LXVI.

SENTENCE EXERCISE.

Tailor, coachman, president, painter, smith, chamber-
maid, emperor, mayor, glazier, sculptor, governor, car-
penter, duke, watchmaker.

95. Tell whether the foregoing are servants, artisans, artists,
or rulers. — *Ex.* : A president is a ruler.

LESSON LXVII.

COMPOSITION EXERCISE.

TO THE TEACHER. — Let this be preceded by oral composition.

ROBINSON VISITS THE SHIP.



Water shallow – wade. Short distance – swim. Rope – climb on board. Barking of dog. Barry. Both glad. Seeks food – finds ship's biscuit

– eats heartily. Builds raft. The load: biscuits – flint and tinder – carpenter's tools – saber – two guns – powder – shot – clothing. Pushes off – splash. Alarmed. Only Barry. Swims – climbs on raft.



One hour – lands. Sleeps in tree. Barry at foot.

96. First tell, and then write the exercise.



LESSON LXVIII.

TO THE TEACHER. — This lesson not only calls for the substantive attribute, but it is one in which the child will delight. Let the children invent another similar exercise, say on "The School in the Parlor"

THE HOTEL IN THE PLAYROOM.

Playroom – hotel. George – landlord. Harry – waiter.
 Mary – cook. Doll-wagon – post-wagon. Carlo – horse.
 Dolls – guests. Sugar-water – soup. Chocolate – roast.
 Pebbles – money. Yard – the wide world.

97. Form sentences in which you tell what each thing is in the play. — *Ex.*: The playroom is the hotel.

LESSON LXIX.
SENTENCE EXERCISE.

TO THE TEACHER. — This exercise appeals to the fancy of the pupil, while still furnishing the kind of sentence under consideration. Call the attention of the children to the inversion in the third line. — *The clear rivulet is my son.*

SONG OF THE RAIN.

The cloud is my mother,
 The wind is my father,
 My son is the rivulet clear ;
 The fruit is my daughter,
 The rainbow my laughter,
 The earth is my resting-place dear.
 Oh man is a trouble,
 Who makes my care double,
 Who tells me to go or appear.

98. Inquire what cloud, wind, brook, fruit, rainbow, earth, and man, are, and answer in sentences. — *Ex.*: What is the cloud? The cloud is my *mother*.

LESSON LXX.

SENTENCE EXERCISE.

Cat, rabbit, cow, elephant, eagle, owl, robin, hen, duck, stork, tree toad, herring, trout, pike, June bug, wasp, men, bee, rat.

99. Tell as accurately as you can what the animals are. —
Ex. : The cat is a beast of prey.

LESSON LXXI.

COMPOSITION EXERCISE.

OTHER VISITS TO THE SHIP.

Morning — unloads. Go again.
 Get everything. Second load :
 two more guns — more powder
 and lead —
 kegs of nails
 — large auger
 — grindstone



— sail — bedding. Puts up tent. Sharpens stakes. Drives them. Fastens sail-cloth over them. Puts things in tent.

On third visit finds pair of shears — some knives — a bag of money. Latter useless. (Why?) Knives better.



Starts – wind rises – hard work. Waves cover wreck – wash it away. Robinson grieved.

100. Tell, and then write the narrative.

LESSON LXXII.

SENTENCE EXERCISE.

TO THE TEACHER. — The children play that the wood is a city. Let them invent other exercises of the same sort; as: Woods – circus.

Wood – city.	Thrush – singer.
Trees – houses.	Starling – speaker.
Paths – streets.	Finch – musician.
Glade – market-place.	Flowers – auditors.
Moss – paving.	Squirrel – artist.
Birds – people.	Wood-pecker – carpenter.
Eagle – king.	Owl – night-watchman.

101. Make sentences so that the words in the first column shall be subjects, and those in the second predicates. —
Ex.: The wood is a city.

LESSON LXXIII.

SENTENCE EXERCISE.

Table, cabinetmaker, house, mason, lily, wardrobe, glazier, glass, rose, gardener, Fred, table, child, goblet, gold, Helen, church, granary, ball, birch, Theodore, school-house, pupil, silversmith, donkey, iron, bird, cat, copper, snake, chair, oak, fir, horse, zinc, carpenter, bench, lead, men, Henry.

102. Select the names which apply (1) to persons, (2) to things.

103. Place together those names which are (1) given names, (2) names of laborers, (3) of animals, (4) of plants, (5) of metals, (6) of buildings, (7) of utensils.

104. Give five names: (1) of places, (2) of tools, (3) of school utensils, (4) of drinks, (5) of garments.

LESSON LXXIV.

COMPOSITION EXERCISE.

ROBINSON SETTLES.

Among things brought:
spy-glass - Bible - pens -
paper - ink. Makes diary
- also almanac. Sets up
cross as monument where
first cast on shore. Must



have better house. Finds
cave in rock - higher
ground. Large - dry.
Carries things to cave.
Makes fence - protection.
Around mouth of cave -
half-circle. Twenty paces

long - ten wide - no opening - ladder. Hard work.
From January 3 to April 14.

105. Write the account, first telling it.

LESSON LXXV.

WORD EXERCISES.

House, woman, gentlemen, boy, object, head, mountain, brook, wood, servant, field, sea, cane.

106. Select other words having a similar meaning. — *Ex.* : House – building.

Giant, woman, gentleman, boy, friend, brother, master, day, summer, body, head, mountain, city, to-morrow, seed, rain, heaven, heat, health, life, end, joy, poverty, use, honor.

107. Select other words having an opposite meaning. — *Ex.* : Mountain – valley.

LESSON LXX.

SENTENCE EXERCISE.

Cat, rabbit, cow, elephant, eagle, owl, robin, hen, duck, stork, tree toad, herring, trout, pike, June bug, wasp, men, bee, rat.

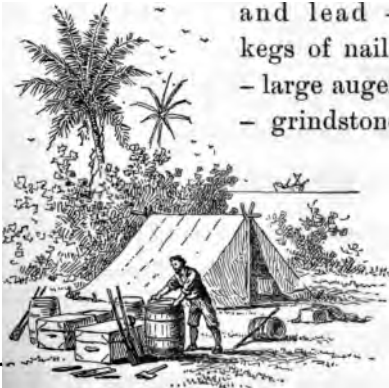
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— FROM THE CHILDREN'S BOOK OF POETRY.



LESSON LXIV.

SENTENCE EXERCISE.

TO THE TEACHER. — This is a lesson in classification. At the same time it calls for sentences with substantive attributes.

The boy, the eagle, the washerwoman, the hoe, the shovel, the baker, the goat, the butcher, the adder, the crowbar, the soldier, iron, the snake, the hammer, the tongs, silver, gold.

93. Tell of each object named whether it is a human being or an animal, a metal or a tool. — *Ex.*: Gold is a metal.

115. Select for each of the following verbs another of similar meaning: come, speak, cry, strike, sit, bind, mend, drink, press. — *Ex.*: Come, arrive.

116. Select for each of the following verbs another of opposite meaning: laugh, answer, stand, open, blame, wake, love, give, come, sell, sow, soil. — *Ex.*: Laugh, cry.

TO THE TEACHER. — Exercise 117 furnishes a fine review of the predicate containing the adjective attribute.

117. Select verbs for the nouns in the sentences describing the seasons (Lesson LXXVII.), which tell what the qualities of things are. — *Ex.*: The meadow *is green*. The birds *are musical*.



LESSON LXXX.

COMPOSITION EXERCISE.

ROBINSON SETTLES (*continued*).



No watch – makes sun-dial. Morning walk – with gun. Works till 11. Prepares dinner. Sleep – 12 to 2 – sun hot. Works till evening – writes in diary.

One day - shoots goat - glad. Sees kid - sorry. Carries goat - kid follows. Kid will not eat - kills it. Another time - shoots kid in leg - catches - carries home - binds up leg. Kid gets well - tame - stays - milk. No light at night. Thinks - goat's fat - fills lamp - light.



118. Write the account.

LESSON LXXXI.

SENTENCE EXERCISE.

TO THE TEACHER.—Several forms of the predicate are illustrated in this exercise. See that the pupil is able to distinguish them.

IN MARCH.

March is the third month. It is also called the first month of spring. The air becomes warmer. The snow melts. The brooks flow. The birds now come again, and sing. The meadows grow green. The buds swell. Here and there they burst out. The fruit trees will soon bloom. The woods will also soon waken. The violets have thus far hidden themselves. But they will soon appear. The farmer has already plowed. Now he will sow. Soon the seed will spring up. Then the fields will be green. People walk forth. The eye is delighted. The heart is quickened. Man rejoices. All nature has become a fruitful garden.

119. Inquire for the predicate, and write down those that contain: (a) a verb only; (b) a verb and an adjective; (c) a verb and a noun. — *Ex.*: The snow *melts*. (b) The air *becomes warmer*. (c) March *is* the third month.

120. Tell in which sentences the verb shows what the thing does. — *Ex.*: The snow melts.

LESSON LXXXII.

COMPOSITION EXERCISE.

AN UNEXPECTED JOY.

Notices small plants. Later, a dozen heads of barley. How came barley here? Reflects – remembers. Thunder



storm – fears lightning will destroy powder – divides powder into sacks. Shakes out a few grains of barley. Seed grows – ripens. Harvests – two handfuls – saves for seed.

121. Write the composition.

LESSON LXXXIII.

SENTENCE EXERCISE.

TO THE TEACHER. — We now have a number of interesting exercises in the doubling, or compounding of the subject or the predicate. See that the pupil understands what he is doing.

IN THE NIGHT.

Moon and stars shine. Meadows and fields are silent. The leaves and twigs rustle. The streets and alleys are dark. Men and animals sleep. Thieves and cats prowl. Policemen and dogs watch.

122. Separate each of these sentences into two sentences. — *Ex.*: The moon shines. The stars shine.

123. Put the nouns all in the singular. — *Ex.*: The moon and the stars shine.

My brother lately wrote a letter. He asked: "Are father and mother well? Are brother and sister diligent? Do Carlo and pussy agree? Are the apples and pears ripe? Are the roses and pinks gone? Are uncle and aunt still there?"

124. Answer the questions in complete sentences. — *Ex.*: Father and mother are well.

LESSON LXXXIV.

COMPOSITION EXERCISE.

THE EARTHQUAKE.

Robinson before door — dreadful noise in cave. Earth sways — earthquake. Flees. Great rock of cliff falls

into the sea. Sea roars and foams. Heavens black – hurricane. After few hours – quiet. Robinson returns – finds dreadful destruction. Cave full of rock. Tries to put things to rights – long time.



125. Write the account, as if it had already happened.



LESSON LXXXV.

SENTENCE EXERCISE.

TO THE TEACHER. — This lesson is one in classification as well as in compounding the subjects.

Violet, plate, arm, fir, milk, apple, herring, crock, oak, trout, berry, leg, tulip, water, peach.

126. Arrange the above words in pairs, and tell whether they are dishes, limbs, flowers, fruits, trees, fish, or drinks.
— *Ex.*: The violet and the tulip are flowers.

LESSON LXXXVI.

COMPOSITION EXERCISE.

ROBINSON GETS SICK.

Lies down well – awakes sick. Becomes cold – tries to work – chill continues – teeth chatter. Cannot sleep. Chills – raging fever – thirst. Drinks milk – still thirsty. Gets worse daily. Thinks of parents – regrets bad conduct. Dreams of home. Grows worse – prepares to die – becomes insensible. Awakes – better – fever mostly gone. Dog – rejoices – almost starved.



127. Tell, and then write the account of Robinson's sickness.



LESSON LXXXVII.

SENTENCE EXERCISE.

TO THE TEACHER.—Here the predicates are compounded, and two conjunctions are used.

(a) Bugs – fly – buzz. Bear – dance – growl. Lamb skip – spring. Thrush – fly – sing. Orphan – complain – cry. Sun – warm – shine. Butcher – chop – slice. Water – flow – freeze. Seamstress – sit – sew. Cock – scratch – crow.

(b) Maid – cook – wash. Farmer – plow – sow. Pupil – read – write. Coachman – drive – ride. Blacksmith – hammer – file.

128. Make sentences from the above, and in (a) use *and*, and in (b), *or*. — *Ex.*: (a) the bear dances and growls. (b) The maid cooks or washes.



LESSON LXXXVIII.

COMPOSITION EXERCISE.

TO THE TEACHER. — Let pupils describe present methods of harvesting and threshing grain, contrasting them with the use of the sickle and the flail. Pictures will aid in forming correct ideas.

THE HARVEST.

Two seasons on island – one dry – one rainy. Sows grain at beginning of rainy season – grows well. Makes hedge – keep off goats. Grain ripe – no sickle. Cut off heads with curved saber – carry home – rub out with hands. Two baskets full of barley. Rice harvest almost as good. Third harvest –



more grain. Fifth harvest – twenty bushels of barley and rice.

129. First tell and then write this narrative.

LESSON LXXXIX.

SENTENCE EXERCISES.

TO THE TEACHER. — Here we have both the intransitive and the passive predicate.

Tree — fall — chop up. Pigeons — come — feed. Mouse — smell — catch. Worm — crawl — crush. Rose — pluck — wilt. Dog — call — come. Rabbit — wound — die.

130. Tell what each thing does and what is done to it. — *Ex.*: The tree falls and is chopped up.



LESSON XC.

SENTENCE EXERCISES.

TO THE TEACHER. — In this and the succeeding exercises of this lesson the adjective attribute is compounded.

IN NOVEMBER.

The weather is raw. The weather is foggy. — The air is moist. The air is cold. — The clouds are gray. The clouds are black. — The streets are wet. The streets are muddy. — The fields are bare. The fields are empty. — The woods are lonesome. The woods are bare.

131. Unite each pair of sentences into a single sentence. — *Ex.*: The weather is raw and foggy.

IN JUNE.

Bright — clear. Pure — mild. White — light. Dry — clean. Green — full of life. Fresh — fragrant.

132. Describe June just as you did November in the preceding lesson. — *Ex.*: The weather is bright and clear.



LESSON XCI.

ROBINSON AND FRIDAY.

TO THE TEACHER. — If it is desired to add to these outlines, others can easily be made from the text.



One day walking on seashore. Discovers footprints on the sand. Made by naked feet — savages. Half a year later sees five canoes on shore. Sees cannibals around a fire — victims dragged from boats. One escapes. Robinson fires at his pursuers. Savage kneels at his feet. Man Friday

— named from day of the week.

133. Describe these events orally and in writing.

PART II.

CHAPTER I.

REVIEW OF SUBJECT AND PREDICATE. COMPARISON OF ADJECTIVES.

LESSON I.

NOUN, ADJECTIVE, VERB.

SENTENCE EXERCISES.

TO THE TEACHER. — Exercises 1-5 lead the pupil to distinguish between sense objects and thought objects. This lays the foundation for recognizing concrete and abstract nouns.

Book, house, wind, warmth, tower, odor, twig, wreath, sweetness, color, water, cold, paper, envy, tone, clay, hate, mouth, justice, courage, flesh, diligence, luck, power, covetousness.

1. Tell which of these nouns name things that one can perceive (1) by the sense of sight, (2) of hearing, (3) of smell, (4) of taste, (5) of touch. *Note.* — Things which we can perceive with the senses are called *sense objects*.

2. Tell which of the nouns name things that cannot be perceived by the senses, but of which we can think. *Note.* — Things that we can not perceive with the senses, but can only think of, are called *thought objects*.

3. Form sentences in which the predicate expresses (1) the color of an object, (2) the size and form of an object. — *Ex.* The sky is blue. The marble is small and round.

4. Name (1) five bodily qualities of a man, (2) five of his mental qualities. — *Ex.* : A man is strong. He is brave.

The body is visible. The infant is weak. The brook is narrow. The night is dark. The mountain is high. The stone is lifeless. The summer is hot. The cube is angular. A year is long. Glass is brittle. Wool is soft. The lion is courageous. The ant is lively. Water is liquid.

5. Name in sentences things that have the opposite qualities. — *Ex.* : The soul is invisible.

LESSON II.

CAPTAIN JOHN SMITH.



TO THE TEACHER. — These biographical outlines are inserted to show how the great wealth of historical material at our command may be utilized for language purposes. Similar outlines may be easily prepared by the teacher alone, or by the class when guided by his suggestions. As a preparation for each exercise, read to the pupils the corresponding portion of the history of John Smith's life.

JOHN SMITH'S EARLY LIFE.

John Smith began his active life as a clerk in England. Not liking this work, he ran away and turned soldier. He was captured by the Turks and sold as a slave. His

master riveted an iron collar around his neck, and often treated him cruelly. He set Smith to thrashing grain with a flail. One day the master came by and struck him with his riding whip. Smith, who was greatly enraged, killed the Turk with his flail, and, disguising himself in his dead master's clothes, escaped to England. He then resolved to join a company of emigrants who were going to Virginia.

6. Write the story from the outline.

LESSON III.

TO THE TEACHER. — It is very helpful for the pupil's thinking to decide what qualities are essential and what are non-essential to a thing. Illustrate this freely, discussing various qualities for each of the objects named. For instance, in connection with the judge, decide whether the following qualities are essential or non-essential: Wise, firm, just, honest, poor, old, brave, sad, jolly, large, fat, learned, ignorant, accurate, diligent.

7. Name an *essential* quality, *i.e.*, one that the object must possess, (1) of a good ruler, (2) of a good judge, (3) of a hypocrite, (4) of a hero, (5) of a deceiver, (6) of a scholar, (7) of a good workman, (8) of a good servant, (9) of a friend, (10) of a good son. — *Ex.*: A good ruler is firm.

8. Name qualities which a house, a coat, an apple, a room, a field, may or may not have, *i.e.*, *non-essential* qualities. — *Ex.*: The house is square.

9. What persons mentioned in Bible history may be described as — wise? dishonest? proud? humble? covetous? peaceable? ambitious? benevolent? cruel? fearless? revengeful? cunning? thankful? — *Ex.*: Solomon was wise.

LESSON IV.

TO THE TEACHER. — Exercises 10 and 11 direct the mind of the pupil to the various kinds of activity expressed by verbs. It is often convenient to divide the class into groups, to each of which a part of the work may be assigned. Thus in Exercise 10 they may number off, one, two, three, four; one, two, three, four, etc., until each pupil has a number. Each pupil may then form sentences, using the verbs that belong to his group. In Exercise 11, two divisions would be convenient; in 12, either two or four. This plan facilitates recitation and stimulates interest.

Laugh, think, reflect, act, flow, run, cry, sleep, lay, lie, do, hang, ride, sit, judge, hear, listen, understand, go, speak, chase, will, lisp, say, stand, rejoice.

10. Tell which of the foregoing verbs express (1) bodily action, (2) mental action. Name those which tell (3) that an animal or a thing acts, (4) that a thing is at rest. — *Ex.*: (1) The child laughs. (2) The boy thinks. (3) The hare hears the hunters. (4) The lamp stands on the table.

11. Place opposite each other those verbs in Exercise 10 which express (1) a similar meaning, (2) an opposite meaning. — *Ex.*: Think, reflect; sit, stand.

TO THE TEACHER. — This exercise distinguishes active from passive forms of the verb.

(a) blacksmith	(b) nail	(a) woodman	(b) tree
dairyman	butter	baker	roll
mower	clover	weaver	cloth
hunter	hare	judge	prisoner
cook	flesh	doctor	patient
buyer	pail	teacher	pupil
writer	letter	sower	seed

12. Tell what the persons named under *a* do, and what is done to the things named under *b*. — *Ex.*: The baker makes the roll. The roll is made.

LESSON V.

COMPARISONS.

COMPOSITION EXERCISES.

TO THE TEACHER. — This exercise is intended as a model for simple comparisons.

THE WATCH AND THE CLOCK.

The watch and the clock are timepieces. Each has a dial, and both have hands and wheels. We carry the watch in a pocket, but the clock usually stands on a shelf. The wheels of a watch are kept in motion by a spring, which must be wound up once a day. Most clocks have to be wound only once a week, and some have weights instead of springs. Clocks generally have an apparatus for striking, but watches do not.

13. Read the comparison a number of times and write it from memory.

LESSON VI.

SMITH'S ARREST AND TRIAL.

On the way to Virginia, Smith suspected of desiring to murder the leaders of the colony — that he might be chief. Put in irons. Demanded trial by jury as soon as the company landed. Was declared innocent, and accuser condemned to pay a fine. Smith gave the money to help the settlement.



Sickness came upon the people. Smith, not regarding himself, did all he could to help them. Some discouraged settlers sought to seize the only ship there and return to England. Smith turned the cannon of the fort against them. The deserters came back. One of the leaders was tried



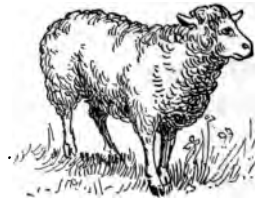
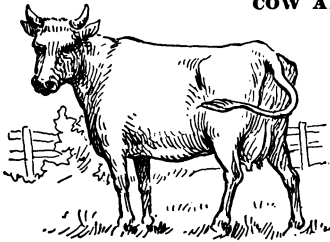
and shot, the other sent to England in disgrace.

14. Write the story from the outline.

LESSON VII.

EXERCISES IN COMPARISON.

COW AND SHEEP.



Similarities: Mammals. Have hoofs. Domestic animals. Good flesh. Food. Useful. — Differences: Size. Strength. Covering of body. Form of head. Voice. Milk. Use of hide.

15. Write the comparison in complete sentences.

PIGEON AND HEN.

Similarities: Domestic fowls. Birds. Feather clothing. Eggs. Edible flesh. Food. Useful. — Differences: Size. Flying. Voice. Roosting place. Single parts of body.

16. Write the comparison.

DOG AND CAT.

17. Dog - cat - house animals. Dog - large - cat. Cat - spry - dog. Dog - bark - bite. Cat - mew - scratch. Dog - watch - growl. Cat - hunt - pur. Dog - faithful - brave. Cat - cleanly - gentle. Dog - cat - beloved.

LESSON VIII.**LETTERS.**

TO THE TEACHER. — Simple letters of friendship are most appropriate in this grade. If more practice is needed, have some of the stories in the Composition Exercises put into the letter form. The date may be written on the second line, if it will look better there. For a review of *forms*, see Part I.

Chicago, Ill., March 1, 1896.

Dear Mary,
Yesterday, etc.

Your friend,
Mabel Jones.

18. In a letter from Mabel to Mary write about a canary bird which Mabel's aunt has given her. Tell about the color of the bird, its age, how it sings, the kinds of food it eats, when it needs attention, how it sleeps, etc.

19. Write a similar letter:—Your uncle has come and brought you a young Newfoundland dog. Tell what his name is, how he looks, what you give him to eat, where he sleeps, what he does, how you are going to train him, what tricks he already knows, etc.

20. Write in a letter, that your brother Paul has bought a pair of white rabbits. Tell from whom he bought them, how much they cost, how they look, what they eat, where they sleep, etc.

21. You have visited a cooper's shop with your father. Young man planed boards, another shaved hoops. The master joined the staves into a barrel. Along the sides of the room stood several kinds of barrels and casks.

22. *Ernest to Charles*: Charles had loaned a book to Ernest. Return with thanks. Well pleased. Learned much. Asks for another similar book. Robinson Crusoe preferred. Is anxious to know how Robinson managed to live alone for so many years. Request for early answer.

23. *Henry to George*: Father's birthday. Wishes to please him. A drawing. Seen some fine ones at George's. Request — send with messenger. Several to choose from. Promise to care for them well. Return them, self. Hearty thanks for fulfilling request.

24. *Laura to Amelia*: Mother's birthday. Present. Mat crochet. No pattern. Amelia is asked to assist. Like best, beautiful stars. Amelia will surely not deny request. Send by servant. Promise and thanks.

LESSON IX.

SMITH AND THE INDIANS.

Thinking it to be but a short distance to the Pacific Ocean (How far is it?), the settlers fitted out an exploring party, with Smith at the head. Attempted to discover the Pacific, but were attacked and captured by Indians. To amuse the



Indians, Smith showed them his pocket compass. (Why should this surprise them?) They decided to take him to their fierce chief, Powhatan'.

Smith dragged to wigwam of chief, head placed on flat stone.

A savage stood over him to kill him. Pocahontas, the chief's daughter, rushed in, clasped the prisoner's neck, and begged for his life. Powhatan, for the sake of his daughter, spared Smith's life, and sent him to Jamestown.



25. Write the story of Smith and Powhatan from this outline.

LESSON X.

THE COMPARISON OF ADJECTIVES.

SENTENCE EXERCISES.

The wolf is strong. The tiger is stronger. The lion is strongest. — The hedge-hog is small. The mole is smaller. The field-mouse is smallest. — The goat is useful. The sheep is more useful. The cow is most useful. — The neck of the goose is long. The neck of the swan is longer. The neck of the ostrich is longest. — The song of the lark is beautiful. The song of the canary bird is more beautiful. The song of the nightingale is most beautiful. — The life of the bee is short. The life of the gnat is shorter. The life of the insect that lives but a day is shortest.

26. Write the three forms of each adjective together. — *Ex.* : Strong, stronger, strongest.

Note. — The adjective has three degrees of comparison, namely: the POSITIVE, the COMPARATIVE, and the SUPERLATIVE. *Strong* is said to be in the POSITIVE degree; *stronger* in the COMPARATIVE degree, and *strongest* in SUPERLATIVE degree.

TO THE TEACHER. — This exercise gives the positive degree of the adjective attribute.

Dwarf-child. Snow-ice. Honey-sugar. Tree-house.
Dress-snow. Field-meadow. Bread-stone. Ball-marble.
Well-coal-shaft. Ice-mirror.

27. Compare these objects as follows: A dwarf is as small as a child. Snow is as cold as ice.

LESSON XI.

COMPOSITION EXERCISE.

TO THE TEACHER. — Insist, from the beginning, on correct *form* in composition. The following points are the most important: —

1. The pupil's name should be written near the upper right-hand corner of the page.
2. The title should be in the middle of the page, near the top, and underlined.
3. There should be an even margin on the left-hand side of the page (about one-half inch on note paper). The first line of each paragraph should be indented, that is, it should be begun still further to the right.
4. A syllable should never be broken at the end of a line. When there is not room for the whole of the last word on a line, write as many syllables as possible, and place a hyphen after them to show that the remaining syllable or syllables have been carried to the beginning of the next line.
5. Every sentence must begin with a capital letter.
6. An interrogation is required at the close of each question.
7. A period is required at the close of a declaration or an imperative sentence.

THE MONKEY AND THE BOOTS.

Who sat upon a tree?
(monkey) Who came
through the woods? (man)
What did he place at the
foot of the tree? (boots)
What did he then do? (de-
parted) Who saw this?



(monkey) What did he do? (climbed down and pulled
on the boots)
What was in
the boots?
(glue) Who
returned sud-
denly? (the



man) What did the monkey try to do? (pull off the

boots) What was the result? (boots stuck fast) Who caught the monkey easily? (the cunning man)

28. Write the story from the outline, after having given an oral narrative.

LESSON XII.

SENTENCE EXERCISES.

TO THE TEACHER.—In the following exercises we have illustrations of the three forms of the adjective, viz.: the positive, the comparative, the superlative.

June bug – fly – gnat – small. Thread – string – rope – small. Fork – pin – needle – sharp. Copper – silver – gold – precious. Apple – pear – orange – juicy. Mother – father – grandfather – old. Window-pane – paper – cobweb – thin. Iron – lead – gold – heavy. Coat – fur – blanket – warm. Horse – elephant – whale – large. House – steeple – mountain – high. Ax – knife – razor – sharp.

29. Compare as follows: The June bug is small. The fly is smaller. The gnat is smallest.

30. Compare the following adjectives: Fine, bright, tame, thick, thin, rich, poor, hard, warm, long, large, coarse, high, short, cunning, foolish, beautiful.—*Ex.*: Fine, finer, finest. Coarse, coarser, coarsest.

Note.—*More* and *most*, *less* and *least*, are generally used in comparing words of more than one syllable.—*Ex.*: Cunning, more cunning, most cunning. Foolish, less foolish, least foolish. Balmy, more balmy, most balmy.

LESSON XIII.

THE BEE AND THE PIGEON.

Who fell into a brook?
 (bee) Who saw this? (pigeon)
 Where did she sit?
 (on a limb) What did the
 pigeon do? (dropped a leaf)
 What did the bee do?
 (swam to it) Who saved



herself in this way? (bee) Who sat upon the limb at
 another time? (pigeon) Who
 tried to shoot her? (hunter)
 Who flew to him? (bee) Who
 stung his hand? (bee) What
 flew to one side? (the shot)
 What became of the pigeon? (flew away) Who had
 saved her life? (bee)



31. Write the story from this outline.



LESSON XIV.

"CORN, OR YOUR LIFE!"

Smith made governor – more emigrants came. Discovered some shining particles – thought they had found gold. Left their work to dig the shining dirt. Loaded a ship with it. (It was not gold.) Soon they had no food – sent out a party to buy it from the Indians.



Indians laid a plot to kill the whole party — Smith learned of it. He seized the chief — held pistol to his breast, and gave him his choice, — “Corn, or your life.” He got the corn, and plenty of it.

32. Write the story from the outline.

LESSON XV.

DESCRIPTIVE EXERCISE.

TO THE TEACHER. — This is intended as a model for descriptive exercises to follow, in which the pupil is thrown more upon his own resources.

THE CAT.



The cat is a beast of prey. Its head is round. The ears are short, but the cat can hear well. It can also see in the dark.



There are stiff hairs on its lips. The cat has short teeth and a rough tongue. On the feet there are sharp claws.



These can be drawn in or put out at will. The cat uses her



claws to catch and hold her prey. She hunts rats and

mice. In this way she is useful to man. But she also catches small birds. She is very trustful, but she can not always be trusted.

33. Learn the description, and write it down from memory.



LESSON XVI.

SENTENCE EXERCISE.

TO THE TEACHER. — Here we have the comparative form of the adjective attribute.

Ox — cow — strong. Leg — arm — short. Blanket — sheet — warm. Ice — water — cold. Father — mother — old. Hatchet — knife — sharp. Gristle — bone — hard. Branch — twig — weak. Foot-plank — bridge — narrow. Wren — quail — large. Thread — yarn — coarse. Blood — flesh — red. Finger — toe — short. Fox — wolf — cunning. Youth — boy — young. Sugar — sirup — sweet. Street — square — wide. Furrow — ditch — deep. Iron — wood — heavy.

34. Compare the foregoing in this way: The ox is stronger than the cow. The leg is longer than the arm.



LESSON XVII.

DESCRIPTIVE EXERCISE.

THE HORSE.



What is the horse? What is the shape of its body? of its head? of its neck? What is there on the neck? How are the feet protected?



18. In a letter from Mabel to Mary write about a canary bird which Mabel's aunt has given her. Tell about the color of the bird, its age, how it sings, the kinds of food it eats, when it needs attention, how it sleeps, etc.

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25. Write the story of Smith and Powhatan from this outline.



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LESSON XVII.

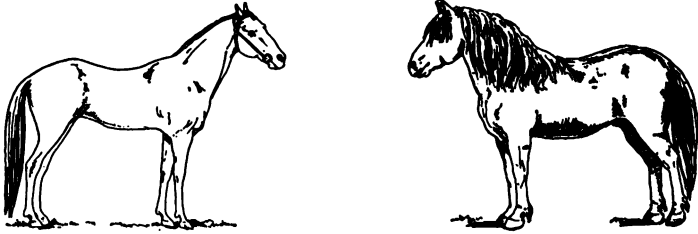
DESCRIPTIVE EXERCISE.

THE HORSE.



What is the horse? What is the shape of its body? of its head? of its neck? What is there on the neck? How are the feet protected?





What are fastened to the hoofs? What kind of horses have we as to color? What does the horse eat? What does it draw? carry? What kind of an animal is it, then?

35. Write the description.

RULES AND PRINCIPLES.

TO THE TEACHER. — It is recommended that the pupils learn these "Rules and Principles," which are little more than summaries of what they have learned by their practice.

I. *The Subject — The Noun.*

1. A noun shows what a thing is. It is the name of a person or thing. — *Ex.*: James, horse.
2. The subject of a sentence names the thing of which something is said or asserted. — *Ex.*: *The dog* barks.
3. We inquire for the subject with "who" or "what." — *Ex.*: *Who* thinks? Man. *What* barks? The dog.
4. The subject is usually a noun. — *Ex.*: *Karl* plays.

II. *The Predicate — The Verb.*

5. The predicate is the part of the sentence which tells what is said of the subject. — *Ex.*: The river *freezes*.
6. To find the predicate we ask: (a) What does the thing do; or what is done to it? (b) What is the quality of the thing? (c) What is the thing?

7. The simple or unmodified predicate may be a single verb, a verb and an adjective, or a verb and a noun.

III. *The Adjective — Comparison.*

8. The adjective in the predicate indicates some quality or property of a thing. — *Ex.*: The grass is *green*. An adjective may also be used with a noun. — *Ex.*: The *green* grass is pleasant to see.

9. Different things may have the same quality in various degrees. — *Ex.*: The elephant, the horse, and the donkey are strong, but the horse is *stronger* than the donkey, and the elephant is the *strongest* of the three.

10. If we wish to show that one thing possesses a given quality in a higher degree than another, we *compare* the adjective. — *Ex.*: Good, better, best.

11. There are three degrees of comparison: —

- (a) POSITIVE. — This is the simplest form of the adjective. —
Ex.: Straw is *light*.
- (b) COMPARATIVE. — The regular way of forming the comparative degree is to add *er* to the positive form of the adjective. — *Ex.*: Feathers are *lighter*.
- (c) SUPERLATIVE. — This expresses the highest or lowest degree of quality, and is regularly formed by adding *est* to the positive. — *Ex.*: Air is *lightest*.

12. There are two irregular ways of forming the comparative and superlative: —

(a) By different words.

<i>Ex.</i> : Good,	better,	best.
Bad,	worse,	worst.
Little,	less,	least.
Many,	more,	most.

(b) By the use of the words, *more*, *most*, and *less*, *least*.

<i>Ex.</i> : Beautiful,	<i>more</i> beautiful,	<i>most</i> beautiful.
Beautiful,	<i>less</i> beautiful,	<i>least</i> beautiful.

CHAPTER II.

PERSONAL PRONOUNS.

TO THE TEACHER. — The following exercises are intended to lead the pupil to a free and correct use of the personal pronouns in the nominative forms especially, and at the same time to secure the proper agreement of the verb. Exercises upon pronouns in the objective case will come later.

LESSON XVIII.

WHAT THE BIRDS SAY.

We birds have a glorious time ; we fly, and hop, and skip. We sing till field and wood resound. We are well and free from care, and we always find something good to eat. Wherever we fly the table is set. When the day's work is ended we settle in the trees. We softly rest through the night and have beautiful dreams. When the early morning light breaks, then we mount upon our wings, and fly forth into the world, singing our joyous songs.

36. 1. Change the foregoing so that only **one** bird shall speak. — *Ex.* : I have a glorious time ; I fly, and hop, and skip.

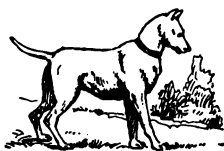
2. Change it so that you address one bird throughout. — *Ex.* : Bird, you have a glorious time ; you fly, and hop, and skip. You sing till field and wood resound.

LESSON XIX.

DESCRIPTIVE EXERCISE.

TO THE TEACHER.—Let the pupil write this and similar exercises by constructing sentences in answer to the questions.

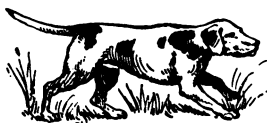
THE DOG.



To what class of animals does the dog belong? What is the shape of his head? What do we call the front part of it? What



has he in his mouth? What can he do with them? What has he on his toes? With what is his whole body covered?



What does the dog like best to eat?

What kinds of dogs are



there? What does the watch-dog do? The shepherd dog? Who uses the hunting dog? Does the master like his dog? What dogs are very dangerous?

37. Write the description.



LESSON XX.

SENTENCE EXERCISE.

TO THE TEACHER.—Let the pupil use the pronoun *it* in this exercise.

The fox is a beast of prey. The fox hunts living animals.—The mouse belongs to the gnawers. The mouse has four gnawing teeth.—The sheep is a domestic animal.

The sheep is cared for by man. — The frog can jump. The frog has long hind legs. — The bee is a useful insect. The bee gives us honey and wax. — The robin is a migratory bird. The robin migrates in autumn.

38. Use the pronoun in the second sentence of each pair. —

Ex. : The fox is a beast of prey. *It* hunts living animals.

LESSON XXI.

"HE WHO WILL NOT WORK SHALL NOT EAT."

Smith now set the men at work, some to planting corn,

some to cutting and sawing timber. Many tried to escape the labor. Smith said, "Men who are able to dig for gold are able



to chop." Then he made this rule: "He who will not work shall not eat." Even the lazy would now work.

Some grumbled and swore, the ax-handles blistered their fingers.

Smith said the swearing must stop. He had each man's



oaths counted and the number set in a note-book. At night the offenders were called up, their oaths counted, and each one told to hold up his right hand. A can of cold water was poured down his sleeve for each oath. The water-cure was effective.

39. Write the story in letter form from the outline. Address the letter to a friend in Chicago.

LESSON XXII.

NARRATIVE EXERCISE.

THE FOX AND THE CRANE.



Fox - crane - supper - invite. Soup - shallow dish.
 Crane - long bill - nothing get. Fox - amused. Crane -
 fox - supper - invite. Food - tall jar - long neck. Crane -
 long bill - eat. Fox - can't reach - well paid.

40. Write the story, after giving it orally.

LESSON XXIII.

SENTENCE EXERCISE.

WHAT IS DONE AT SCHOOL.

(a) *I study. I sit. I see. I stand. I sing. I am silent. I listen. I think. I speak. I learn.*

(*b*) *We* write. We read. We count. We cipher.
We sing. We obey.

41. In the sentences under (*a*), say the same of yourself and your schoolmates; under (*b*), of yourself alone. — *Ex.*: (*a*) *We* study, (*b*) *I* write.

LESSON XXIV.

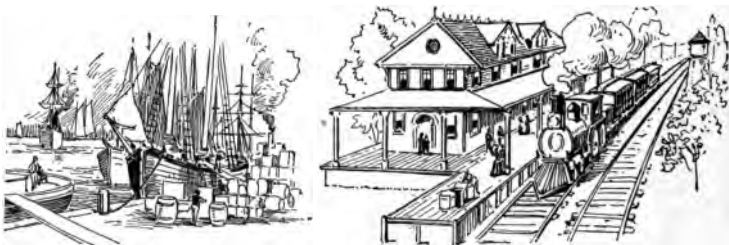
COMPOSITION EXERCISE.

TO THE TEACHER. — It will be well to collect a number of views, so that country children especially may get a more adequate idea of the city.



THE CITY.

What is a city? What other kinds of dwelling-places are there? What are the inhabitants of villages called?



How are the houses situated in cities? What are narrow streets called? What are the open places called? Where

do people buy and sell? Which houses are usually large and fine? What is the largest city of our Nation called? Of our State?

42. Write the answers to the questions in full sentences.

LESSON XXV.

SENTENCE EXERCISE.

FATHER, MOTHER, AND CHILD.

(a) *He* directs. He works. He provides. He watches.
(b) *She* washes. She sweeps. She sews. She saves. *It* (he or she) laughs. It cries. It sleeps. (c) *They* eat. They drink. They sleep.

43. Under (a) and (b) say the same things of several persons; under (c), of one person. — *Ex.*: (a) They direct. (b) They wash. (c) He eats.

LESSON XXVI.

NARRATIVE EXERCISE.

TO THE TEACHER. — Pictures showing river systems and river views are found in abundance in the school geographies.

THE RIVER.

What is a river? Where does it rise? What is the starting-place of a river called? What is the place where it ends called? What are the names of its two sides? How are these named? What does the river receive as it flows on? What do great rivers bear? What are often built along the rivers? What is the name of our largest river? What large cities lie on this river?

44. Answer the questions, and then write the description.

LESSON XXVII.

SMITH'S ACCIDENT.

Had not been governor long, when a terrible accident happened. Was out in a boat, and a bag of gunpowder



near him exploded. He was badly hurt, so that he had to be sent to England for treatment.

Some years later he returned to the New World, and explored the coast north of Virginia, to which he gave the name New England.

He never visited Jamestown again. He died in London, and was buried in a famous old church in that city. There are three things Smith did for the people of Jamestown: (1) He kept them from starving by forcing the Indians to sell corn. (2) He protected them from Indian attacks by his courage. (3) He taught them how to work. Through his services the English gained a permanent foothold in the New World.

45. Write the story from the outline.

VERSE FOR DICTATION.—THE BOY AND THE STORM.

“Why sporting thus,” a seaman cried,
“Whilst terrors overwhelm?”
“Why yield to fear?” the boy replied;
“My father’s at the helm.”

LESSON XXVIII.

HOW TO USE THE PRONOUN AFTER *IS* AND *WAS*.

Who is knocking ?

- | | |
|---------------------------|------------------------|
| 1. It is I (not me). | 3. It is HE (not him). |
| 2. It is SHE (not her). | 4. It is WE (not us). |
| 5. It is THEY (not them). | |

Who knocked yesterday ?

- | | |
|--------------------------|----------------------------|
| 1. It was I (not me). | 3. It was HE (not him). |
| 2. It was SHE (not her). | 4. It was THEY (not them). |

46. Answer the following questions, using the right pronouns: Who is there? Who is coming? Who broke the glass? Who brought me the flowers?



LESSON XXIX.

COMPOSITION EXERCISE.

TO THE TEACHER. — This outline for composition and those that succeed it may be as brief or as extended as time and circumstances make advisable. Pupils who write easily may be allowed to expand each head into several sentences. For those who write with difficulty, it will be advisable to restrict the number of sentences, and even to develop them orally before writing. Difficult words may be written on the board for a study of their spelling.

MORNING.

Night past. Light. Sky, colored. Sun. Ivy. Dew. Birds. Thrushes. Chickens. Farmer. Dwellers of the city. Stores. Streets. Squares.

47. Write a composition from this outline.

LESSON XXX.

SENTENCE EXERCISES.

Call, laugh, cry, dance, play.

48. Assert these actions (a) of yourself; (b) of your brother, speaking to him; and (c) of your father, speaking of him. — *Ex.*: (a) I call. (b) You call. (c) He calls.

Beckon, shout, jump, travel, buy, drink.

49. Assert these actions (a) of yourself and schoolmates; (b) of your schoolmates alone, speaking to them; and (c) of your schoolmates, speaking of them. — *Ex.*: (a) We beckon. (b) You beckon. (c) They beckon.

Fall, call, drink, sink, ride, chide, blow, row, sleep, leap, strike, like, eat, write, fight, read, lead, fear, cheer.

50. 1. Use these verbs in all three persons in the singular. — *Ex.*: I fall, you fall, he falls.

2. Use the verbs in all three persons in the plural. — *Ex.*: We call, you call, they call.



LESSON XXXI.

COMPOSITION EXERCISE.

SUMMER EVENING.

Sinking of the sun. Long shadows. Quiet air. Farmer. Herds. Sunset. Evening red. Approach of darkness. Cool air. Bat. Owl. Fox. Villagers before their doors. Night. Bed.

51. Write the composition, describing what takes place.

LESSON XXXII.

SENTENCE EXERCISE.

TO THE TEACHER. — Observe that this lesson uses the pronoun with the passive predicate.

WHAT IS DONE TO THE PUPIL.

The pupil is called, questioned, taught, warned, examined, praised, promoted, dismissed.

52. Change the foregoing verbs into all three persons in the singular and plural. — *Ex.*: I am called, you are called, he is called.

LESSON XXXIII.

SENTENCE EXERCISE.

TO THE TEACHER. — Here we have the pronoun as used in the letter form of narrative. Let the children rewrite the whole according to the direction given below.

Dear Friend: —

I had long wished to ride on the cars. Finally father granted this wish. One morning, early, I went with him to the depot. When the train came in I was a little anxious. I took courage and climbed in. Soon I flew along like the wind. I sat by the window. There I saw how the houses and trees flashed past. At last I heard a loud whistle. I was at my destination. I should like to have gone farther. But the train stopped, and I left the car with my father. Then I visited my grandfather, and I am with him still.

FRANK.

53. How would the letter read if Frank and his brother had taken the journey and described it together? — *Ex.*: We had long, etc.

LESSON XXXIV.

SENTENCE EXERCISE.

TO THE TEACHER. — It will perhaps be better to have the most of this lesson recited orally, requiring each pupil to recite on one or two of the exercises only. If the class is sent to the board, the pupils may take different words.

I am diligent.

We are diligent.

You are diligent.

You are diligent.

He is diligent.

They are diligent.

54. Say of all three persons, both in the singular and plural, that they are (1) *young*, (2) *healthy*, (3) *happy*, (4) *small*, (5) *obliging*, (6) *obedient*. For explanation of what is meant by *three persons*, see page 107.



LESSON XXXV.

COMPOSITION EXERCISES.

SPRING.

Days. Sun. Air. Snow. Fields. Meadows. Ice.
Trees. Flowers. Birds. Frogs. Insects. Farmer.
Children.

55. Describe in brief sentences each of the objects named.

VERSE FOR DICTATION. — IN SPRING.

The cock is crowing,
The stream is flowing,
The small birds twitter,
The lake doth glitter,
The green fields sleep in the sun;
The cattle are grazing,
Their heads never raising;
There are forty feeding like one

LESSON XXXVI.

SENTENCE EXERCISE.

TO THE TEACHER. — It always lies at the discretion of the teacher as to how much written work the pupils shall be required to do on the sentence exercises. It will generally be well to have the written exercise preceded by an oral one. The pupil is thus benefited both in written and oral expression.

AT THE FARM.

What does the farmer command his workmen and serving maids to do? You must wake up, leave the bed, go into the stable, curry the horses, milk the cows, feed the chickens, open the barn door, prepare the wagons, sweep the rooms, bring water, get the meals, harness the horses, drive into the field, plow. But you must not shirk, not scold, not swear. You must be diligent, trusty, contented, orderly, clean, and honest.

56. Express the above in the form of commands. — *Ex.*: Wake up. Leave the bed. Be diligent.

57. Form questions from the commands. — *Ex.*: Are you awake? Are you diligent?



LESSON XXXVII.

COMPOSITION EXERCISE.

AUTUMN.

Days. Air. Wind. Fog. Potatoes. Apples. Pears.
Nuts. Grapes. Flowers. Asters. Trees. Migratory
birds. Farmer. Hunter.

58. Write a composition from this outline.

LESSON XXXVIII.

SENTENCE EXERCISE.

THE CRICKET AND THE BUTTERFLY.

A little cricket sat in the grass. *The cricket* saw a beautiful butterfly flit from flower to flower. *The cricket* envied the butterfly; for *the butterfly* had a beautiful color. "Ah!" sighed *the cricket*, "why am I not as beautiful as *the butterfly*!" Many children came across the meadow. *The children* espied the summer birdling "Heigh ho!" cried *the children*, "see the beautiful butterfly." *The children* ran with hat and apron after the butterfly. *The butterfly* tried to escape, but a child caught him. But *the child* was careless. *The child* broke off one of his wings. Then *the child* crushed in his little head. The cricket had seen it all. "Ah!" said *the cricket*, "how good it is that I live in concealment!"

59. Write this story, putting the proper pronouns in place of the italicized words. You may think of the cricket as *she*, and the butterfly as *he*. — *Ex.*: A little cricket sat in the grass. *She* saw, etc. *She* envied him, for *he* had a beautiful color.

LESSON XXXIX.

COMPOSITION EXERCISE.

THE THUNDER STORM.

Air. Flowers. Leaves. Animals. People. Black clouds. Distant rolling. Storm. Sharp lightning. Heavy

thunder. Rain. Brooks. Lighter thunder. Less frequent lightning. Storm over. Safe. Meadows. Fields. Trees. Flowers. Bees. Birds. People. Thankfulness.

60. Write a description according to the above outline.

RULES AND PRINCIPLES.

1. In speaking, we distinguish three persons. The first person is the speaker; the second, the person (or thing) spoken to and the third, the person (or thing) spoken of.

2. The pronouns have three forms, to show which of these persons is meant. — *Ex.*: 1. *I* write. 2. *You* write. 3. *He* writes.

3. These are called Personal Pronouns. Among them are: *I*, *you*, *me*, *he*, *she*, *it*, *we*, *our*, *us*, *they*, *their*, *them*.

4. Pronouns are words which stand for nouns. — *Ex.*: *He* (the man) thinks.

CHAPTER III.

THE TIME OF AN ACTION.

LESSON XL.

TO THE TEACHER. — In this Part, the Sentence Exercises familiarize the pupils with the elementary ideas of Tense. This notion does not come out clearly until exercises on the past and future are introduced.

THE PRESENT.

NIGHT. — The sun sinks. Damp mist covers the meadows. Darkness begins. The moon appears in the sky. It lights up the silent fields. The stars twinkle. The bat flutters through the air. The fox slinks through the bushes. The owl hoots. The animals rest in their stalls. Man sleeps also. The night-watchman marches through the streets. The eye of God watches over all.

61. Write all the verbs, together with their first, or *name form*. — *Ex.*: Sinks, *sink*. Covers, *cover*. Notice that when we express that which happens *now*, we use the *present* form of the verb.

Twinkle, twinkle, little star;
How I wonder what you are!
Up above the world so high,
Like a diamond in the sky.

LESSON XLI.

SENTENCE EXERCISES.

THE PAST.

MORNING. — The night passed. The stars faded. The sun rose. All sleepers awoke. The rabbit sprang from his nest. The deer hastened to the brook. The birds slipped out of their nests. The busy bee flew forth. The birds began their songs. People began their labor. The children went to school.

62. Change the description so that all actions shall be expressed as if they were occurring now. — *Ex.*: The night passes. The stars fade.

63. Change the description of *Night* so that the actions shall be described as if they had already taken place. Notice that when we express what has already taken place, we use the *past* form of the verb.

EVENING. — The day closed. The sun sank. The bell was rung. The farmer returned from the field. The herds went into their stalls. The songs of the birds ceased. Upon the grass the dew fell. The flower closed its chalice. The mountain peaks were lighted by the last rays of the sun. The clouds glowed in the evening red. Then it became quite dark. Soon all was still in field and wood. The animals already rested in their places. Men were weary and went to their rest.

64. Change the sentences so that the verbs shall be in the present.

LESSON XLII.

THE JOURNEY.

Journey – decide upon. Course – mark out. Traveling suit – order. Trunk – pack. Departure – take. Depot – reach. Ticket – buy. Many strange places – visit. Many interesting things – see. All kinds of presents – buy. Letters – write. Home journey – enter upon.

65. Construct the sentences, putting the predicates (1) into the present, (2) the past, (3) the future.

LESSON XLIII.

SENTENCE EXERCISE.

THE SHADOW.

Fred is very timid. He is sent to a neighbor's house late in the evening on an errand. It is bright moonlight. He steps into the yard. Now he sees at his side a great black man standing against the house. In terror he springs to one side. The black man springs to one side also, and becomes much smaller. Fred grows deadly pale. He screams and leaps back toward the house. The black man also springs upon the door and becomes much larger. The scream brings the father. Now the boy is lying upon the steps. He is carried half dead into the room. Finally he stammers out something about the black man outside. The father sees the mistake. He takes Fred by the hand and leads him again before the house. Here he shows him that the black man is his own shadow.

66. Change the story so that the predicates shall be changed from the present into (1) the past, (2) the future.

LESSON XLIV.

SENTENCE EXERCISE.

FUTURE.

WINTER. — Winter will soon come. Then the earth will rest. The ponds will freeze. It will snow. The fields will look white. Then the people will ride in their sleighs. Boys will skate upon the ice. They will build snow men. Christmas will come. Santa Claus will bring many presents. In this way he will bring great joy to the children.

67. Write the description as if all these actions were taking place now.

68. Change the exercises on *Morning* to read as if all the actions were still to happen. Notice that when we express an action that is still to take place, we use the *future* form of the verb.



LESSON XLV.

WINTER JEWELS.

A million little diamonds
Twinkled on the trees,
And all the little maidens said,
“A jewel, if you please!”
But while they held their hands outstretched
To catch the diamonds gay,
A million little sunbeams came
And stole them all away.

69. Learn this poem and write it from memory.

LESSON XLVI.

SENTENCE EXERCISE.

To the Teacher. — Let the pupils recite this lesson orally.

Count. sing. speak. write. run. ride.

70. Use these verbs in the three persons singular, (a) in the present, (b) in the past, & in the future. — *Ex. : I count, you count, he counts. I counted, you counted, he counted. I shall count, you will count, he will count.*

LESSON XLVII.

STORIES OF THE TROJAN WAR.

To the Teacher. — School labor ceases to be drudgery when it is founded on interesting and valuable thought. Nature and Literature are two unfailing sources from which we may derive the matter of our composition exercises. Since nothing stands nearer to the child than the best productions of the childhood of the race, a series of composition lessons based upon stories from Homer's Iliad is here introduced. While the pupil is mastering the more or less tedious forms of English composition, his mind is inspired and enriched by those ideas which have made the Greek classics independent of the flight of time.



Hundreds of years before Christ was born and *when* Greece was a new country, a great trouble arose in that land. It led, so the story goes, to a long war between the Greeks and the Trojans, or the people of Troy. This is the way *the* trouble is said to have begun : —



At a great wedding feast the goddess of Discord, who had not been invited, threw a golden apple among the guests, *out* of revenge, saying as she threw it, "For the most beautiful." A strife for the apple at once arose *among* the goddesses. They could not decide the matter, so *they* concluded to leave the decision to *Paris*, one of the sons of the king of Troy. Each goddess tried to bribe Paris to give her the apple. He *finally* gave it to Venus, the goddess of love, who promised him the most beautiful woman on earth for his wife. The most beautiful woman was *Helen*. She was *already* the



wife of Menelaus, a king in Greece. But *Paris* lured her away and took her to Troy. This led to a war, which lasted for ten years, and ended with the recapture of Helen and the burning of Troy.

At the beginning, the Greeks, *after* many difficulties, gathered their heroes and their armies and sailed for the Trojan land. Here *they* fought many battles and endured many hardships. Achilles was *their* bravest and strongest, and Ulysses their most cunning warrior. Hector was *the* most powerful of the Trojan heroes.

A quarrel *soon* arose between Agamem'non, the king, and Achilles, the hero. The opening line of the *Iliad* reads:

O goddess! sing the wrath of Peleus' son,
Achilles.

71. Copy the story, beginning the sentences with the italicized words.

LESSON XLVIII.

SENTENCE EXERCISE.

WILL AND BE.

The summer was fine. The air was hot. The days were long. The nights were short. Autumn is also fine. The air is fresh. The days and nights are equal. Winter will not be so fine. The air will be cold. The days will be short. The nights will be long.

72. Find the sentences which tell (a) how things are now, (b) how they were, and (c) how they will be.

LESSON XLIX.

SENTENCE EXERCISES.

SPRING.

Spring is pleasant. The air is moist. The wood is green. The meadow is variegated. The lamb is frisky. The child is happy. The farmer is busy.

73. Write these sentences (a) as if spring were already past, b) as if it were still to come.

SUMMER.

Days — hot. Wheat — yellow. Harvesters — busy. Fields — empty. Barns — full. Vegetables — ripe. Leaves — wilted. People — contented.

74. Form sentences in which you describe (a) how the summer is, (b) how it was, (c) how it will be. — *Ex.* : The days are hot — were hot — will be hot.

75. Say of all three persons (see page 107), singular and plural, in present, past, and future, that they are happy, tired, sad. — *Ex.* : I am happy, you are, etc. I was happy, you were, etc. I shall be happy, you will be happy, etc.

LESSON L.

ULYSSES TRIES A STRATAGEM.



Agamemnon, the Grecian commander and king, needs Ulysses. Ulysses loves – wife – baby boy – wishes to stay at home. King sends two messengers. Stratagem : Ulysses

yokes ox and donkey – plows. Makes strange gestures as if mad. Sows salt instead of wheat. Men suspect trick. Nurse near by with child. Messenger puts child in furrow. Father stops team – picks up child and kisses him. Trick discovered. Ulysses joins the army.



76. Write a composition from the outline. Pronunciation: Ag-a-mem-non.

LESSON LI.

SENTENCE EXERCISES.

TO THE TEACHER.—The following sentence exercises associate the idea of time with the passive form of the verb. See that the children perceive this point clearly.

WHAT IS DONE IN BUILDING A HOUSE.

Cellar - dig. Brick (or stone) - bring. Lumber - haul. Lime - slake. Sand - sift. Walls - lay. Frame - raise. Siding - nail on. Roof - cover. Floor - lay. Walls - plaster. House - paint.

77. Form sentences so that the verbs shall tell what is done.
— *Ex.* : The cellar is dug.

HOW THE BREAD WAS MADE.

Fields - fertilize. Ground - plow. Seed - sow. Weeds - destroy. Grain - harvest. Sheaves - bind. Grain - thresh. Wheat - grind. Flour - leaven. Dough - bake.

78. Form sentences so that the verbs shall tell what was done. — *Ex.* : The fields were fertilized.



LESSON LII.

WHAT WILL HAPPEN AT CHRISTMAS.

Christmas tree - buy. Apples - gild. Nuts - silver. Presents - arrange. Tapers - light. Children - call. Gifts - admire. Drums - beat. Dolls - clothe. Pictures - look at. Parents - kiss.

79. Form sentences so that the verb shall tell what will be done. — *Ex.*: The Christmas tree will be bought.

80. Change the sentences so that you will tell what happened last Christmas.

81. Change the sentences so that you will describe what now happens at this Christmas.

82. In the building of a house, show what will be done to the things. — *Ex.*: The cellar will be dug.

Shoe — mend. Goose — pluck. Roast — eat. Milk — drink. Doctor — get. Sick — pity. Flowers — gather. Trees — shake. Eggs — hatch.

83. Say of these things, (a) what is done to them, (b) what was done to them, (c) what will be done to them. — *Ex.*: The shoe is mended. The shoe was mended. The shoe will be mended.



LESSON LIII.

HOW TO USE *SHALL* AND *WILL*.

SHALL WE have a song?

SHALL I study this lesson?

Note. — Never use *will* before *I* or *WE*.

I shall be home in time for supper.

I will do what you ask.

Note. — *Shall* after *I* merely states a fact, or makes a prediction. *Will* after *I* makes a promise. — *Ex.*: Will you come for me? *I WILL*.

He shall obey you. (I will oblige him to do so.)

He will obey you. (I regard him as an obedient boy.)

84. Use *shall* and *will* properly with the verbs *come, go, bring, carry*, employing the pronouns *I, we, he, they*, and telling what each sentence means.



LESSON LIV.

HOW TO USE *MAY* AND *CAN*.

May I read this book? You *may*.

Can I understand it? I think you *can*.

Note. — *May* asks for or grants permission. *Can* inquires as to ability, or asserts it.

Shut the door. Raise the window. Get a drink. Consult the dictionary. Spell the word. Recite the lesson. Solve the problem. Bound the State of Colorado. Go out to play. Have a half-holiday. Erase the work.

85. Use *may* or *can* or both of them with the foregoing expressions, employing the pronouns *I, we, she, they*, and telling the meaning of each question or statement.

OPENING LINES OF THE ILIAD.

O Goddess! sing the wrath of Peleus' son,
 Achilles! sing the deadly wrath that brought
 Woes numberless upon the Greeks, and swept
 To Hades many a valiant soul, and gave
 Their limbs a prey to dogs and birds of air, —
 For so had Jove appointed, — from the time
 When the two chiefs, Atrides, king of men,
 And great Achilles, parted first as foes.

LESSON LV.

COMPOSITION EXERCISE.

HOW ULYSSES FOUND ACHILLES.

TO THE TEACHER. — Let the pupils expand these outlines to any desired extent.

King needs Achilles, too. Sends Ulysses to find him. Searches everywhere. The mother of Achilles, who is at this time a youth, has disguised him as a girl. She has placed him on an island with a king's daughters.



Ulysses comes as peddler. Displays dress-goods. Sets spear and shield in corner. By and by war trumpet sounds without — direction of Ulysses. Girls run — scream. One goes with manly tread to weapons and seizes the spear — hastens to meet the foe. "You are Achilles, but we are

not peddlers; we are heroes sent to invite you to the war." Invitation gladly accepted.

86. Write the composition. Pronunciation: A-*chil*(kil)-les.

LESSON LVI.

FORM OF THE VERB TO BE USED WITH HAVE, HAS, AND HAD.

Each verb has three principal forms,—the PRESENT, the PAST, and what is called the PAST PARTICIPLE. To make an assertion, the last form requires the use of *have*, *has*, or *had*, or some form of the verb BE, like *is*, *am*, *are*, *was*, *were*.—*Ex.*: I *have done* my work. The work *is done*.

PRESENT.	PAST.	PAST PARTICIPLE.
Do	did	done (with <i>have</i> , <i>is</i> , etc.)
See	saw	seen (with <i>have</i> , <i>is</i> , etc.)

CAUTION.—Never use the past form with *have*, *has*, or *had*.—*Ex.*: NEVER say *I have did it*, *I have saw it*.

CAUTION.—Never use the past participle form without *have*, *has*, or *had* or some form of the verb BE, like *is*, *am*, *are*, *was*, *were*.—*Ex.*: NEVER say *I done it*, *I seen it*.

87. Use the words *did*, *done*; *saw*, *seen*, correctly with the pronouns *I*, *you*, *he*, *she*, *it*, *we*, *they*.—*Ex.*: I *did* my work this morning. I *have done* my work well. We *saw* the launching of the ship. We *have seen* the sun rise.



LESSON LVII.

PRESENT.	PAST.	PAST PARTICIPLE.
Go	went	gone (with <i>have</i> , <i>has</i> , <i>had</i> , <i>is</i> , etc.)
Write	wrote	written “
Give	gave	given “
Come	came	come “
Take	took	taken “
Tear	tore	torn “

88. Form correct sentences with the foregoing verbs and the pronouns *I, we, he, they*, using *have, has, or had* with the third form of the verb, but not with the second. Use *is, was, and were*, also, when appropriate, with the third form of the verb. — *Ex.*: He *has* not yet *come*. We *came* yesterday. The letter *was written*.

RULES AND PRINCIPLES.

1. Every action occurs at a certain time. It either happens now, or it has happened, or it will happen. — *Ex.*: The bird sings. The bird sang. The bird will sing.

2. The present is the time in which we now live. The past is the time which has already gone by. The future is the time which is yet to come.

3. The verb has three different time forms called *tenses*, the PRESENT, the PAST, and the FUTURE.

4. The words *have, has, had*, may be used with the third form of the verb, called the past participle, but never with the second, or past form.

5. The various forms of the verb BE, like *is, was, am, are, were, will be*, may also be used with the third form of the verb, but not with the second.

CHAPTER IV.

THE MODIFICATION OF THE NOUN.

LESSON LVIII.

TO THE TEACHER.—Let the pupil go through this exercise orally, asking and answering the questions called for. In this part the conscious modification of the noun begins.

THE MODIFIER IS AN ADJECTIVE.

SENTENCE EXERCISES.

HARVEST TIME.

1. The ripe grain waves. The sultry air stirs. The sharp sickle rattles in the field. The brown thrush sings in the tree, and the merry quail whistles to his mate.

2. Strong horses draw the clattering machine, and the yellow grain falls before it. The distant thunder rumbles. Now the long whip cracks, and the heavy bundles fall rapidly to the ground.

3. The busy harvesters gather the tightly bound bundles, and place them in large shocks, till the bright sun sinks. Soon the empty bins will be full. Worrying cares will cease, merry songs will resound, and the weary men will rest.

89. Write down (a) the nouns in the singular and in the plural, (b) the adjectives. — *Ex.*: Sickle – sickles. Ripe, sultry.

Note. — An adjective is a word that describes or points out the thing named by the noun.

90. Inquire for the adjective with the question “What kind of.” Answer in full sentences and underline the adjectives. — *Ex.*: What kind of grain waves? *Ripe* grain waves.

91. Use the modifying adjectives as predicates to show the quality or condition of the things. — *Ex.*: The grain is *ripe*.

LESSON LIX.

COMPOSITION EXERCISE.

IPHIGENIA MUST BE A SACRIFICE.

Winds will not blow. Goddess Diana is offended. Priest declares that the king's daughter, Iphigenia, must be sacrificed. Grief of king – delay. Greeks become impatient – Iphigenia sent for. She is willing to be sacrificed for the good of the Greeks, and is led to the altar. The fire flames up. The priest prays to Diana – raises the knife. A cloud sinks down. When it rises a doe is seen – Iphigenia has vanished. The doe is slaughtered as a sacrifice. A favorable wind then springs up, and the Greek warriors depart for Troy.



92. Write the composition. Pronunciation: Iph-i-ge-ni-a; Di-a-na.

LESSON LX.

THE BLACKSMITH.

What kind of a man is the blacksmith? What kind of metal does he work with? What kind of arms must he have? What kind of a hammer must he be able to use? What kind of tongs does he use? What kind of hands does he have when working? What kind of utensils does he make? Then, what kind of a trade does he follow?

93. Answer the questions, and modify the nouns with adjectives. — *Ex.*: The blacksmith is a *strong* man. He works with a *useful* metal.

Hay — grass. Colt — horse. Lion — animal. Sea — water. Hurricane — wind. Alley — street. Cottage — house. Desert — plain. Giant — man. Dwarf — man. Puppy — dog. Kitten — cat.

94. Unite the above couplets into sentences, using appropriate adjectives. — *Ex.*: Hay is dried grass.

FROM NATURAL HISTORY.

The oak is a tree. The thorn-apple is a plant. The moss is a plant. The tiger is a beast of prey. The sheep is an animal. The canary is a songster. The bee is an insect. Coal is a mineral. Water is a liquid. Gold is a metal.

95. Modify the nouns in the predicate with adjectives. — *Ex.*: The oak is a *valuable* tree.

IN THE YARD.

The yard is a *pleasant* resort. An iron fence surrounds it. A small gate opens into it. Within there are large

trees. Beautiful flowers are seen in the beds. Delicious odors come from the blossoms. There is also a beautiful lawn. The back part of the yard is the vegetable garden. Green lettuce grows here. Red radishes, the tender asparagus, and the crisp cabbage also grow in the garden.

96. Find the adjective by asking *what kind*. — *Ex.*: What kind of a fence? An *iron* fence.

LESSON LXI.

COMPOSITION EXERCISE.

THE GREAT QUARREL.

Greeks plunder surrounding cities. Agamemnon's prize — Chryseis (Kry-se-is) — daughter of a priest of Apollo. Makes slave of her. Father pleads for daughter — offers ransom — in vain. Prays to Apollo. The god is angry — sends pest upon Greeks. Animals die first — then men. Greeks call council. Calchas asked to explain Apollo's wrath. Calchas is afraid — asks Achilles for protection. This promised. Calchas declares Agamemnon is to blame. Must return Chryseis to her father — also offer sacrifice to Apollo.



Agamemnon sends slave back — offers sacrifice to Apollo, but is very angry because Achilles promised to

protect Calchas. Demands the female slave, Bryseis, of



Achilles. Says he will take her by force, if she is not given up. Bitter words on either side. Achilles gives up his slave for the sake of the Greeks — very angry — won't fight any more. Sulks in his tent. Greeks go on with the war.

97. Write the composition. Pronunciation: Bry-se-is; Calchas (Kal-kas).

LESSON LXII.

SENTENCE EXERCISE.

TO THE TEACHER. — Require the pupils to combine these sentences, first orally, and then in writing.

THE SPARROW.

(1) The sparrow is a bird. He is small. (2) He has feathers. These are gray. (3) He sees well with his eyes. These are bright. (4) He makes a noise. This is loud. (5) He does harm. This is not small. (6) He devours peas. These are half ripe. (7) He is also fond of cherries and grapes. These are sweet. (8) But he is *also* of use. This is great. (9) He destroys caterpillars.



These are harmful. (10) He catches other insects. They are injurious.

98. Unite each pair of sentences into one sentence, and place the adjective in the second before the noun in the first. — *Ex.*: The sparrow is a small bird. He destroys harmful caterpillars. He also catches other injurious insects.



LESSON LXIII.

SENTENCE EXERCISE.

TO THE TEACHER. — This exercise, which calls for two kinds of adjective modifiers, the *word* and the *phrase*, should first be gone over orally in the class. The pupils may then write the sentences.

THE CHERRY TREE.

(a) The cherry tree is a — tree. It has a — trunk. Above there is a — top. In — spring it blooms beautifully. A — fruit grows from the blossoms. (b) The color *of* — is green at first. At the time *of* —, the fruit is red or black. Under the skin *of* — is a juicy flesh. In the inside — there is a stone. The fruit — is therefore called a stone-fruit. The taste — is sweet. But the taste — is bitter. Cherries are a favorite food —. Birds are also fond of certain kinds —.

99. Complete the sentences by supplying an adjective, or an adjective phrase consisting of the word *of* and a noun. — *Ex.*: (a) The cherry tree is a *fruit* tree. (b) The color *of the cherry* is green at first.

LESSON LXIV.

COMPOSITION EXERCISE.

DUEL BETWEEN PARIS AND MENELAUS.

Paris proposed to settle the war by a duel between himself and the boldest Greek. Victor to have Helen



and her treasures — the war to close. Menelaus, the Greek husband of Helen, gladly accepts — longs for vengeance. The guilty Paris terrified at sight of Menelaus. Hector upbraids his brother Paris for his cowardice. He said: “Greeks — laugh at you.

Good robber — no further courage. Your piping — pretty face — lovely hair — do not help you in battle.” Paris ashamed — agrees to fight.

100. Write the composition from the outline. Pronunciation: Men-e-la-us.

CHAPTER V.

THE MODIFICATION OF THE VERB.

LESSON LXV.

TO THE TEACHER. — In these exercises the modification of the verb by the *object* is introduced. Have the children go through the exercise orally as directed below.

THE OBJECT.

SENTENCE EXERCISES.

FROM THE LIFE OF ANIMALS.

Explanation. — In the sentence, *The horse eats hay*, the verb *eats* expresses an action; the noun *horse* names the *actor*, and the noun *hay* names that which is *acted upon*, or the *OBJECT* affected by the action. The noun *hay* is therefore said to be the *OBJECT* of the verb *eats*.

The horse eats *hay*. The dog gnaws *bones*. The fox catches the goose. The mole devours worms. The squirrel cracks nuts. The weasel sucks eggs.

101. Inquire for the object with “whom?” or “what?”

102. Change singular nouns into the plural form, and the plural nouns into the singular, rewriting the sentences.

What does the horse draw? What does the dog

guard? What does the mouse eat? What does the cock announce? What does the hen lay? What does the swallow build? What do the geese seek? What does the mole spoil? What does the sheep furnish?

103. Answer the questions with nouns both in the singular and plural. — *Ex.*: The horse draws the wagon. The horses draw the wagons.

IN THE BARNYARD.

The maid calls the ——. The chickens follow ——. They pick up ——. But the cattle come also. Then she feeds ——. For this the cows give ——. The farmer feeds the ——. He puts — in order. The laborers now leave the —.

104. Complete the sentences by supplying the objects.



LESSON LXVI.

THE DUEL OF PARIS AND MENELAUS (*Continued*).



Greeks and Trojans make a solemn treaty – abide by result of duel. Both sides rejoiced at prospect of peace. Hector and Ulysses measure ground – lots cast for first throw of spear. In favor of Paris – duel begins. Paris throws – hits shield of Menelaus

— spear does not go through. Menelaus prays to Jupiter — throws — pierces shield and clothing. Paris leans to one side — escapes death.

Menelaus springs forward with sword — strikes helmet of Paris — sword breaks. Seizes Paris's plume — drags him toward Greeks. Invisible goddess, Venus, loosens band of helmet. Menelaus hurls it toward Greeks — pursues Paris with lance — cannot



see him. Venus has borne him off in a cloud. Minerva induces Pandarus to shoot an arrow at Menelaus — war begins again.

105. Write the composition. Pronunciation: *Pan-da-rus*.

LESSON LXVII.

Herd, shepherd, follow. Horse, farmer, serve. House, carpenter, build. Thief, watchman, avoid. Orphan, friend, thank. Poison, health, ruin. Maid, mistress, help. King, people, command. Father, child, forgive. Daughter, mother, help. Pupils, teacher, obey.

106. Form sentences and place the nouns first in the singular and then in the plural. — *Ex.*: The servant obeys his master. The herd follows the shepherd.

107. Form sentences from the words in Exercise 12 by using the nouns in the second column as subjects (*What is done to things*). — *Ex.*: The tree is struck by lightning.

LESSON LXVIII.

COMPOSITION EXERCISE.

PATROCLUS, THE FRIEND OF ACHILLES.



103. Many battles and duels – Greeks unfortunate. Achilles viewed battle from ship – would not fight at entreaty of Greeks. Greek camp attacked. Consents to let Patroclus fight in his armor. The Trojans flee – mistake Patroclus for Achilles. Trojans discover their error – still flee. Patroclus thinks to storm city and end war.

He presses upon Hector – the god Apollo strikes Patroclus with open hand upon the shoulders – falls – Hector pierces him with lance. Patroclus dies.

RULES AND PRINCIPLES.

1. The direct object is a word used to complete the meaning of the verb, and answers the question *what* or *whom*. — *Ex.*: The dog gnaws *what*? The dog gnaws *bones*. The fox sees *whom*? The fox sees *the hunter*.

2. A verb that takes an object is said to be *transitive*. — *Ex.*: I *saw* a lion. *Saw* is a transitive verb, and *lion* is its object.

CHAPTER VI.

SENTENCE FORMS.

TO THE TEACHER.—In this chapter we have a pleasing introduction to the four chief forms of the sentence, viz. : the declarative, the interrogative, the imperative, and the exclamatory. Prepare the children for their written exercises first by going over the lesson with them, orally.

The design of the sentence lessons in this chapter is that the children should be taught to recognize instantly, and to construct readily, any one of the four chief sentence forms.

LESSON LXIX.

THE SICK CHILD.

1. *The Child.* I am sick. My head aches. Everything gives me pain. I cannot play. I long for the bed. I do not wish to eat.

2. *The Parents* (to doctor). Come to us. Look after our child. Find out his sickness. Give him medicine. Make him well again.

3. *The Doctor* (to parents). Has the child been sick long? Of what does he complain? Where does he have pain? Has he taken cold? Has he eaten harmful food?



4. *The Doctor* (to sick child). Do not be afraid. Give me your hand. Show me your tongue. Take this medicine. Lie quietly in bed.

5. *The Child* (to the parents). O if I could only get up again! If I



did not have such pain! O how I want to see my friends! If I could only go to school again! Would I were well!

6. *The Convalescent Child*.
How happy I am! O Lord, how I thank Thee! How obedient I shall be to my parents! How I shall enjoy my play!

109. Select from the above (a) the declarative or narrative sentences; (b) the imperative sentences which express (1) a request, (2) a real command; (c) the interrogative sentences; (d) the exclamatory sentences.

110. Change the sentences under 1 into exclamations. — *Ex.*: How sick I am!

111. Change the sentences in 2 and 4 into exclamatory sentences, like those in 5. — *Ex.*: O that the doctor would come to us! O that you would not be afraid!

112. Change the sentences in 3 into declarative sentences, like those in 1. — *Ex.*: This child has been sick a long time. He complains of something.

113. Change the sentences under 5 into interrogative sentences, like those in 3. — *Ex.*: May I get up soon? May I soon see my friends?

LESSON LXX.

THE YOUNG MOUSE, THE OLD MOUSE, AND THE CAT.

1. *Cat* (to young mouse). Come and see me, little one. Do not be afraid. Give me just one kiss. Let me embrace you.

2. *Young Mouse* (to his mother). What shall I do?

Is it safe to go? May I trust her? Will she keep her word?



3. *Old Mouse* (to young one). Child, you do not understand the wicked cat. All is pretense and deception. I advise you not to go.

4. *Cat* (to young mouse). O, come, you foolish thing. Don't let yourself be deceived. See my honest face. Follow my well-meant words.

5. *Old Mouse* (to young one). Child, do not go. Believe my warning. Run back into your hole.

6. *Young Mouse* (to mother). O how sweet is her voice! How soft are her paws! How velvety her fur! How gentle is her look! Mother, I am going. — O dear! She seizes me! O the shameless deceiver!



7. *Old Mouse*. If I could only rescue you! If you had only obeyed me! Ah, if the young were not always wiser than their parents!

114. Select from the above (a) the declarative or narrative

sentences; (b) the imperative sentences which express (1) an entreaty, (2) a real command; (c) the interrogative sentences; (d) the exclamatory sentences.

115. Change the imperative sentences in 1 and 4 into questions. — *Ex.*: Will you come and see me, little one?

116. Change the exclamatory sentences in 6 into questions. — *Ex.*: Is her voice not sweet?

117. Change the questions in 2 and the exclamations in 7 into declarative sentences. — *Ex.*: It is safe to go. I long to rescue you.

118. Ask five questions about the life of Washington, and answer them.



LESSON LXXI.

SENTENCE EXERCISE.

(a) You wish to know: Whether it rains, if the sun shines, whether your father will soon return, if it was cold, if you have been diligent enough, if you have ciphered correctly. (b) You wish to know: The names of the twelve months, the name of your native land, the size of the earth, the age of your friend, the color of the fox, the use of the horse, the number of the stars. (c) You wish to know: Whence the winds come and whither they go, why the needle of the compass always points toward the north, why the smoke rises in the chimney, why the moon is sometimes full and sometimes only a bow, why the ocean doesn't overflow.

119. Form interrogative sentences. — *Ex.*: Does it rain?

LESSON LXXII.

COMPOSITION EXERCISE.

ACHILLES AND HECTOR.

120. Achilles gives up his enmity to Agamemnon. Thetis, mother of Achilles, prays Vulcan for a new armor (Hector captured the one worn by Patroclus) – gets much finer one. Would eat nothing till he had avenged the death of Patroclus. Armies meet – bloody battle. Trojans retreat into city – Hector remained outside the gate. Hopes to defeat



Achilles. He sees glaring eyes of Achilles – sudden fear seizes him – flees. Runs three times around the city. Hector stops – waits for Achilles. The fight begins – Achilles throws lance – Hector

stoops – then throws. Lance cannot pierce Vulcan's shield. Hector now draws sword. Achilles watches for an open place in Hector's armor – finds it – thrusts – kills Hector. Hitches body to chariot – drags it to Greek camp and three times around tomb of Patroclus. Gods preserve the body of Hector from injury.

LESSON LXXIII.

SENTENCE EXERCISES.

(a) The teacher tells the pupils to write, to cipher, to sing, to draw, to read, to step forward, to remain standing, to go home. (b) The mother cautions the children to be polite, diligent, obedient, still, clean, good. (c) The father urges his boys to be manly, brave, industrious, saving, cautious, truthful, honest.

121. Form imperative sentences. — *Ex.* : Children, be polite. Notice the comma after the name of the person addressed.

The boy wishes a new hat ; the traveler, fair weather ; the beggar, great riches ; the merchant, many customers ; the child, long life to the father ; the Indian wishes to shoot the deer ; the pupil wishes to have vacation soon ; the lazy man wishes not to have to work ; the miner hopes to find gold ; the farmer desires good crops ; the little girl longs for a beautiful doll.

122. Change the above into exclamatory sentences expressing wishes. — *Ex.* : O that I had a new hat !

The bird sings. The thunder-storm passes quickly. The boy is polite. The spring will soon come.

123. Change the above into interrogative, imperative, and exclamatory sentences. — *Ex.* : Does the bird sing? Bird, sing. O that the bird would sing!

124. Find interrogative, imperative, and exclamatory sentences in your Reader.

LESSON LXXIV.

COMPOSITION EXERCISE.

DESTRUCTION OF TROY.

125. Greeks despair of capturing Troy by force – resolve on stratagem. The cunning Ulysses has an immense hollow wooden horse made. Greeks pretend to sail for home – hide behind an island. Greek heroes hide in the horse. Trojans astonished at wooden horse – don't know its purpose. Misled by a Greek who has been left behind. Drag it as a trophy to gate. Horse too large to enter – break down wall. At night heroes leave horse – fire city – Greeks return. Troy destroyed – Helen recaptured.



LESSON LXXV.

SENTENCE EXERCISES.

126. Express in the imperative form the command, — (1) not to read in the dusk, (2) not to steal, (3) not to eat unripe fruit, (4) to give to the poor, (5) not to take another's property, (6) to observe one's own faults, (7) not to let the wicked entice you, (8) not to swear, (9) not to scold, (10) not to return evil for evil, (11) to help the suffering, (12) to protect the innocent. — *Ex.:* Do not read in the dusk. Steal not. *Note.*— Use the old or solemn form also, when appropriate, as, *Thou shalt* not steal.

127. Express in the form of an entreaty the wishes of one who is sick, who is hungry; who is a weary wanderer, an inquisitive boy, a lazy pupil, a merchant; the wishes of one in winter, in a thunder storm, in a fruit-store.

128. What exclamations does one hear in spring? in summer? in winter? When one is in great pain? in great joy? When one thinks of loving parents? of dear friends?

LESSON LXXVI.

COMPOSITION EXERCISE.

THE FOX AND THE GRAPES.



A fox in search of prey came to a grape-vine on a trellis. The vine hung full of sweet grapes. The fox leaped up many times, for he wanted them badly. But they hung so high that all his leaping was in vain. Some birds sat in a neighboring tree and laughed at his efforts. Finally he turned away with contempt, saying: "The grapes are too sour for me. I do not want them."

129. Learn the fable and write it from memory.

THE OX IN THE CLOVER-FIELD (*Imitation*).

130. In the place of the fox, imagine an ox; instead of the grape-vine, a clover-field which is surrounded by a hedge; instead of the birds, imagine cows.

THE CAT AND THE ROAST (*Imitation*).

131. Think of a cat instead of the fox ; instead of the grape-vine, imagine a cupboard with a wire door, upon which the cat scratches ; instead of the grapes, think of a roast ; and instead of the birds, two dogs.

THE BOY AND THE NEST (*Imitation*).

132. In the place of the fox, the grape-vine, the grapes, and the birds, imagine the following persons and things : boy, tree, bird's nest, girls.

RULES AND PRINCIPLES.

1. There are declarative, interrogative, imperative, and exclamatory sentences.

- (a) A **DECLARATIVE** sentence makes a statement. — *Ex.* : The sun shines.
- (b) An **INTERROGATIVE** sentence asks a question. — *Ex.* : Does the sun shine ?
- (c) An **IMPERATIVE** sentence expresses a command, or makes a request. — *Ex.* : Henry, be silent. Henry, please bring me my hat.
- (d) An **EXCLAMATORY** sentence expresses an exclamation. — *Ex.* : How hot the sun shines !

2. At the close of a declarative or imperative sentence, a period must be placed ; at the close of an interrogative sentence, a question mark ; at the close of an exclamatory sentence, an exclamation mark. — *Ex.* : The thrush sings. Thrush, sing. Is the thrush singing? O that the thrush would sing!

INDEX.

- riations used in Letter Writing,
 nt, Smith's, 100.
 s and Hector, 137.
 s, How Ulysses found, 119.
 ive, The (Definition), 93.
 s an Envelope, How to, 48.
 s, Models of, 49, 50.
 ls, The Voices of, 11.
 expected Joy, 68.
 The, 32.
 and Trial, Smith's, 81.
 tagem, Ulysses tries, 115.
 Farm, 105.
 n, 24; (Composition), 105.
 , The, 68.
 he, 38.
 ill and, 114.
 ay, What the, 94.
 mith, The, 124.
 Form of Letter, 47.
 The Monkey and the, 87.
 was made, How the, 116.
 g a House, 116.
 n John Smith, 78.
 d the Roast, The (Imitation),
 he Young and Old Mouse and,
 Dog and, 83; The, 90.
 Tree, The, 127.
 Father, Mother, and, 99; The
 , 133.
 nas, What will happen at, 116.
 he, 98.
 The Watch and the, 81.
 rison (Definition), 93.
 , or your Life," 89.
 l, the Mice in, 33.
 d Sheep, 82.
 The Fox and the, 97.
 Cricket and the Butterfly, The, 106.
 Crow, The Cunning, 21.
 Cure for Swearing, 96.
 Destruction of Troy, 139.
 Dog, The, 95; and Cat, 83.
 Donkey's Mistake, The, 20.
 Duck, The Fox and, 19.
 Duel between Paris and Menelaus,
 128, 130.
 Earthquake, The, 69.
 Envelope, How to address, 48.
 Evening, Summer, 102.
 Farm, At the, 105.
 Father, Mother, and Child, 99.
 Fox and the Crane, The, 97.
 Fox and the Duck, The, 19.
 Fox and the Grapes, The, 42; (For
 Imitation), 140.
 Fox who had lost his Tail, 33.
 Friday, Robinson and, 74.
 From Natural History, 124.
 From the Life of Animals, 129.
 Future, 111.
 Garden in Spring, The, 26.
 George Washington, 23.
 Goats, The Two, 14.
 Goose, The, 35.
 Grapes, The Fox and the, 42.
 Harvest, The, 72; Time, 122.
 Have, Has, and Had, How to use, 120.
 Hector, Achilles and, 137.
 Hen, Pigeon and, 83.
 "He who will not work shall not eat,"
 96.
 He would not tell a Lie, 23.
 Horse, The, 91.
 Hotel in the Playroom, The, 58.
 House, The, 27.

- How doth the Little Busy Bee, 39.
 How the Bread was made, 116.
 How to address an Envelope, 48.
 How to use *Have, Has, and Had*, 120.
 How to use *May and Can*, 118.
 How to use *Shall and Will*, 117.
 How to use the Pronoun after *Is* and *Was*, 101.
 How Ulysses found Achilles, 119.
- Indians, Smith and the, 85.
 In June, 73; November, 73; March, 67.
 In School, 17.
 In the Night, 69.
 In the Yard, 124.
 Iphigenia must be a Sacrifice, 123.
Is, Are, — Was, Were, 27.
 Island, The, 56.
- John Smith, 78.
 John Smith's Arrest and Trial, 81;
 Early Life, 78.
 Journey, The, 110.
 Joy, an Unexpected, 68.
 June, In, 73.
- Letters, 46, 83.
 Letter, Blank Form of, 47.
 Lion and the Mouse, The, 16.
 Lion, The Sick, 25.
- May, 31.
May and Can, How to use, 118.
 March, In, 67.
 Mice in Council, The, 33.
 Morning, 101.
 Mother, and Child, Father, 99.
 Mountain, The, 40.
 Mountain and the Squirrel, The, 41.
 Mouse, The (Description of), 34; The
 Foolish, 9; The Lion and, 16; The
 Young, the Old, and the Cat, 135.
- Night, In the, 69.
 Noun, The, 11, 92.
 November, In, 73.
- Other Visits to the Ship, 59.
 Ox in the Clover-field, The, 140.
- Paris and Menelaus, Duel between,
 128, 130.
 Past, The, 109.
- Patroclus, The Friend of Achilles, 132.
 Person of Pronouns, 107.
 Pigeon and Hen, 83.
 Pigeon, The Bee and the, 89.
 Pine Tree, The, 36.
 Pink, The, 37.
 Plural, 12.
 Pocahontas, 85.
 Potato, The, 42.
 Powhatan, 85.
 Predicate, The (Definition), 12, 92.
 Present, The, 108.
 Pronoun after *Is* and *Was*, 101.
 Pronoun, Person of, 107; Use of, 94.
- Qualities of Things, The, 31.
- Rain, Song of the, 58.
 Review of Sentence Exercises, 63.
 River, The, 99.
 Robinson Crusoe, Stories of, 54; gets
 Sick, 71; and Friday, 74; settles,
 61, 64, 66; visits Ship, 57.
 Room The, 37.
 Rose, The, 37.
 Rules and Principles, 92, 107, 121, 132,
 141.
- School, In, 17; What is done at, 97.
 Seasons, The, 64.
 Sentence Forms, 133.
 Shadow, The, 110.
Shall and Will, How to use, 117.
 Sheep, Cow and, 82.
 Ship, Other Visits to, 59; Robinson
 visits, 57.
 Smith and the Indians, 85.
 Smith's Accident, 100; Arrest and
 Trial, 18.
 Song of the Rain, 58.
 Sparrow, The, 38, 126.
 Spring, 23, 114; (Composition), 104;
 The Garden in, 26.
 Squirrel, The, 40; The Mountain and,
 41.
 Stable, The, 38.
 Steeple, The, 28.
 Stories of the Trojan War, 112.
 Stories of Robinson Crusoe, 54.
 Storm, The Thunder, 21; (Composi-
 tion), 106.

Stratagem, Ulysses tries a, 115.
 Subject, 11.
 Summer, 114; Evening, 102.
 Swallow, The, 38.

Tense, 108.

The Adjective (Definition), 93.

Apple, 32.

Bee, 38.

Bee and the Pigeon, 89.

Blacksmith, 124.

Cat, 90.

Cat and the Roast, 141.

Cherry Tree, 127.

City, 98.

Cricket and the Butterfly, 106.

Cunning Crow, 21.

Dog, 95.

Donkey's Mistake, 20.

Duck, The Fox and, 19.

Earthquake, 69.

Foolish Mouse, 9.

Fox and the Crane, 97.

Fox and the Duck, 19.

Fox and the Grapes, 42; (For Imitation), 140.

Fox who had lost his Tail, 33.

Garden in Spring, 26.

Goose, 35.

Great Quarrel, 125.

Harvest, 72.

Horse, 91.

Hotel in the Playroom, 58.

House, 27.

Island, 56.

Journey, 110.

Lion and the Mouse, 16.

Mice in Council, 33.

Monkey and the Boots, 87.

Mountain, 40; and the Squirrel, 41.

Mouse (Description), 34.

Object, 129.

Ox in the Clover-field, 140.

Past, 109.

Pine Tree, 36.

Pink, 37.

Potato, 42.

Predicate (Definition), 92.

Present, 108.

Qualities of Things, 31.

The River, 99.

Room, 37.

Rose, 37.

Seasons, 64.

Shadow, 110.

Sick Child, 133.

Sick Lion, 25.

Sparrow, 38, 126.

Squirrel, 40.

Stable, 38.

Steeple, 28.

Subject, 92.

Swallow, 38.

Thunder Storm, 21; (Composition), 106.

Tree, 30.

Tulip, 43.

Two Goats, 14.

Young Mouse, The Old Mouse, and the Cat, 135.

Verb (Definition), 92.

Voices of Animals, 11.

Wagon, 29.

Watch and the Clock, 81.

Thunder Storm, The, 21; (Composition), 106.

Time, 41.

Transitive Verbs, 129.

Tree, The, 30.

Trojan War, Stories of the, 112.

Troy, Destruction of, 139.

Tulip, The, 43.

Ulysses found Achilles, How, 119.

Ulysses tries a Stratagem, 115.

Verb, The (Definition), 92.

Voices of Animals, The, 11.

Wagon, The, 29.

Washington, George, 23.

Watch and the Clock, The, 81.

What is done at School, 97.

What is done to the Pupil, 103.

What is done to Things, 26.

What the Birds say, 94.

What Things are, 53.

What Things do, 9.

What will happen at Christmas, 116.

Will and Be, 114.

Winter Jewels, 111.

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